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A COUNTRY SCHOOL.

Pretty pale and tired,
She sits in her stiff-backed chair,
While the blinding summer sun
Shines in on her soft brown hair;
And the little brook without,
That she hears through the open door,
Mocks with its murmur cool
Hard bench and dusty floor.

It seems such an endless round—
Grammar and A. B. C.
The black-board and the sums;
The stupid geography;
When, from teacher to little Jim,
Not one of them cares a straw
Whether "John" is in any case,
Or Kansas is Omaha.

For Jimmy's bare brown feet
Are aching to wade in the stream,
Where the trout to his luring bait
Shall leap with a quick, bright gleam;
And his teacher's blue eyes stray
To the flowers on the desk hard by,
Till her thoughts have followed her eyes
With a half-unconscious sigh.

Her heart outruns the clock,
As she smells their faint, sweet scent;
But when have time and heart
Their measure in union bent?
For time will waste or lose,
Like your shadow on the grass,
That lingers far behind,
Or flies when you vainly would pass.

Have patience, restless Jim,
The stream and the fish will wait;
And patience, tired blue eyes—
Down the winding road, by the gate,
Under the willow's shade,
Stands some one with fresher flowers,
So turn to your books again,
And keep love for the after-hours.

ELEMENTARY READING.

BY N. A. CALKINS, ASST. SUPERINTENDENT.

Children learn naturally when the order of their progress is from the familiar to that which is unfamiliar—from the known to the kindred unknown. This is the order in which nature leads them while learning to speak, read and write their mother tongue. Words are first learned as audible signs, or names of familiar objects, actions and qualities, by means of conversation. Thus they become known to children as sound-symbols for things, acts, etc. These words are learned as wholes, at once, and not by first learning their elementary sounds, or their letters. By this manner children gradually become familiar with more and more words until they are able to use the spoken language with facility. Now, these words are employed as audible signs of thoughts, and, as such signs, the words themselves receive but little attention from the child, as it uses them in conversation; while the ideas represented by them are made chief in importance.

The true order of learning the visible signs of objects corresponds with the natural order of learning the audible signs. Therefore the child's first step in learning to read is, to become familiar with the visible signs, or printed words, which represent the spoken words, or audible signs already known by it. The child uses a large number of words, which it knows by the ear, when the first step is taken in learning words by sight. These known words are the ones most appropriate for the first lessons in reading. As the ideas represented by spoken words hold the chief place in their use, so the idea represented by printed words should be kept most prominently before the mind in learning to read, that the visible words may also represent clearly the same thoughts through the eye that the audible words do through the ear.

To attain this important result it is necessary to teach the printed words first as a whole, just as the spoken word was learned first as a whole. As the elements of the spoken word—its separate sounds—are naturally learned after the word as a whole, so the letters, or elements of the printed word are naturally learned after the form of the word is known as a whole. It follows, therefore, that the natural order of teaching children the elementary steps of reading is—

First: Teach the form of a word which is already familiar to the ear, as a symbol of the spoken word, and also as a symbol of that which the spoken word represents.

Second: Teach the several sounds of the spoken word, then the letters which represent these sounds and compose the printed word, taking care to keep the ideas symbolized by the words prominently before the mind.

Let the order of teaching reading be, first the idea; then its sound-symbol, the spoken word; next the form-symbol, the printed word; and finally its representation by writing; and the order of learning to read the language will correspond to the order

of using it. Words, then, will become mirrors, reflecting ideas and things to the minds of pupils. Sense, and sound, and form will be so intimately blended together that the pupils may easily be led to use conversational tones in reading, and a natural style of expression will follow as the result.

Before instruction in reading can be commenced, the child must know and use many words in conversation. These spoken words represent ideas to the child; but the separate sounds of these words do not represent elements, or parts of those ideas. Therefore, to teach the separate sounds of a word that is unknown to the child by its use, does not aid in making that child understand what idea the word represents. Again, the separate letters that compose a printed word do not represent elements, or parts of the idea which that word symbolizes. Therefore, to teach the separate letters of any new word does not aid the child, either in understanding that word, or in pronouncing it, without comparing it with words of similar forms, the letters of which had been previously learned.

Thus it will be seen that the very things which words, both spoken and written, are chiefly used to represent—ideas—cannot be learned from either their elements of sound, or their elements of form.

The plan of teaching reading by first naming the letters, then spelling and pronouncing words, directs the attention of children chiefly to the names and order of the letters, and naturally gives but little attention to the ideas which the words are intended to bring before the mind. This method leads almost inevitably to habits of reading in a monotonous and unnatural tone of voice, without heeding the thoughts for which the words are signs. This mode of teaching reading, although once nearly universal, is now rapidly disappearing from all good schools.

One of the plans which is substituted for the A B C mode is called the phonic method. By this mode the sounds of letters are first taught separately; then these are combined into words; and new words are spelled by sound instead of by letters, for the purpose of learning them. But by this method no more attention is necessarily given to the ideas represented by the words than with the A B C plan. Therefore monotonous and unnatural tones are heard from children taught by the phonic method as well as from those who learned to read by the letter method. Both of these plans give only secondary attention to the thoughts for which the words stand. Letters and sounds should both be used in teaching reading, but neither one to the exclusion of the other, nor in the manner in which they usually are employed. Both letters and sounds should be kept secondary in prominence, while ideas should stand first.

When a child, taught by the letter method, has progressed so far as to be able to read from a book, its attention is usually occupied more with naming letters and pronouncing words than with the meaning of the words. When a child has advanced so far by the sound method as to be able to read from a book, its attention is generally directed more carefully to making the sounds of the letters, and combining them into words, than to the thoughts represented by those words.

Children that are taught to read by spelling words orally are liable to stumble in reading all the way through school, frequently calling saw, and on, and on, and making many other mistakes. It is not uncommon to find children that were taught by the letter method who can pronounce words only by naming the letters aloud. In reading they spell each word, even the and, for, by, on, &c., before attempting to pronounce it.

Now, it is evident that any mode of teaching which could frequently produce such lamentable results must be unnatural and unphilosophical. I am convinced that one of the chief causes of the common prevalence of monotonous and unnatural tones in reading lies in the use of improper methods of teaching the early lessons of this subject. If the methods employed in learning to read were as natural and as well adapted to the end in view as are the methods by which spoken language is learned, reading would become just as life-like and natural as conversation now is.

The value of a method in teaching should be judged by its tendencies. If it uniformly tends to produce excellent results, and few evils when properly applied, it must be a good method. It appears that in both the methods of teaching reading—the letter and the phonic—the tendency is toward leading children to form unnatural habits,

without understanding what they read. This unnatural habit does not exist in the ordinary conversation of the same children. What causes this difference between the tones of conversation and those commonly heard in reading? Has the manner of learning anything to do with it?

In conversation thoughts receive chief attention; while words are used simply as a means of communicating ideas. To acquire a habit of reading in an easy, natural voice, the child must be trained from the first to deal with printed words as signs of things, actions and thoughts. The signs must become known as representatives of ideas. Both the sounds and forms of the words should be associated with the thoughts which they symbolize. Neither a spoken word nor a printed word means anything to a child until it becomes the sign of an idea already in the mind of that child.

But it may be asked: How can the child acquire the means of learning the new words which it will find in reading? By observing their resemblances to words already known. Who that has carefully watched the operations of a child's mind, while beginning to read, does not know that the learner is constantly comparing the sounds and forms of new words with those previously mastered?

The association of sound with form, which the child learns with one word, it endeavors to apply to every other word where there is any resemblance in form. When the child knows the audible sound for an idea, it will very soon learn to recognize the visible symbol for the same idea, without reference to the letters that form the word, or the sounds for which the letters stand. When a proper combination of the sounds and letters is made in teaching the printed signs of ideas, the child adds to its ability for learning new words with each one acquired. Then the teacher may greatly aid the pupil in increasing this ability, by showing it how to arrange in groups those words which resemble each other in sound, and those which resemble each other in form, and then directing attention carefully to the meaning, sound, form and spelling of each.

The rapidity with which a child may be taught to read, by recognizing the simple form of the words at first, is surprising; and no less surprising are the readiness and perfection with which spelling is afterward learned. Spelling is learned naturally from and through reading, and not reading through spelling. In teaching reading from books the pupils should be led to ascertain what thoughts are represented and what words stand for them. Then they should be trained to speak these thoughts in an easy, natural manner. The standard for naturalness of expression may be its near resemblance to good conversation. Correct reading, aloud, consists in gathering ideas from printed or written language, and then speaking them so as to convey their true signification to the listener.

The first lesson should present the idea symbolized by the word most prominently; and all along the course of instruction the thoughts represented should receive more attention than letters, sounds and words. Such attention to the thoughts, and a natural expression of them, will do more toward making good readers than all the rules of elocution. — *University Monthly.*

DEPARTMENT OF PUBLIC INSTRUCTION.

The Board of Public Instruction held its stated session last evening. The President, Bernard Smyth, in the chair and Commissioners Sands, Wood, Jarvis, Brennan, Lewis, Duryea, England and Gross being present.

The absentees were Commissioners Ingersoll, Van Vorst and Fancher.

After the usual time for reading the minutes and their approval, the reports of Trustees were referred as follows:

From the Trustees of the Fifth Ward asking a continuance of the salary of Miss Frances A. Comstock, Principal of Primary School No. 11, at last year's rate. Referred to the Committee on By-Laws.

From the Trustees of the Sixth Ward, a request that the Assistant Teachers of Primary School No. 2 be paid at the same rates as last year, the falling off being due to the prevalence of small-pox. Referred to the same committee.

The Trustees of the same ward presented their annual report for last year, showing a total of eight departments divided equally between Male and Female Grammar departments, Primary departments

and Primary Schools. The whole number of pupils was 5,393. The statute average was 2,340, the actual average 2,308. They have of the amount of money appropriated for incidental expenses of last year still on hand \$240 65. Their report was ordered on file.

The Trustees of the Seventh Ward ask the payment of \$66 06 to Miss Julia L. Leonard since December 1, 1869. Referred to the Committee on By-Laws.

The same Trustees ask that Mr. Henry P. O'Neill's salary as principal of Grammar School No. 31 be continued at the 1871 rate, the falling off in attendance having occurred under his predecessor, and the school having gained under his four months' administration. Referred to the Committee on By-Laws.

The Trustees of the Eighth Ward nominate for Principal of their Female Evening School Miss Ellen E. Garvin, vice Mrs. Mary E. Marshall, resigned. Referred to the Committee on Normal College, Evening Schools, &c.

The Trustees of the Tenth Ward ask that, while Primary School No. 1 is being rebuilt, they be permitted to hire a tenement house, now being built, at \$4,000 per annum, for the use of the school. Referred to the Committee on Buildings, &c.

The same Trustees prefer charges against Alexander Morehouse, Principal of Male Department of Grammar School No. 20, of notorious intemperance; of uncertain financial reliability, compelling the Trustees to give the teachers' warrants to the Vice Principal instead of him; that a subscription of \$300 for the widow of a teacher was retained by him for eight months, and until after the matter was brought to the notice of the Trustees; that he has borrowed money on the plea of payments to teachers, and that he is a disgrace to the schools. Referred to the Committee on Teachers.

The Trustees of the Eleventh Ward ask the removal of Miss Mary S. Burrows from her position, Third Assistant in Primary School No. 5, for neglect of duty. Referred to the Committee on Teachers.

The same ward asks that Miss Julia A. Bell's salary as Principal of Primary Department of Grammar School No. 22 be continued as of last year, the falling off in attendance arising from the removal of the school into detached buildings while the school house is rebuilding. Referred to the Committee on By-Laws.

The same ward asks leave to buy property at the northeast corner of Fourth street and Avenue C for a Female Grammar School and Primary Department, the lease of Primary School No. 39 expiring this year. Referred to the Committee on Sites, &c.

The Trustees of the Twelfth Ward ask attention to the frozen service pipe of Grammar School No. 43. Referred to the Committee on Buildings, &c.

The Fifteenth Ward asks more desks for Grammar School No. 35. Referred to the Committee on Buildings, Repairs, &c.

The Sixteenth Ward asks that the salary of Mrs. Rouse, Principal of Primary Department of Grammar School No. 55, be continued at the maximum, the attendance having fallen off only nine. Referred to the Committee on By-Laws.

The same ward asks attention to the janitor's apartments in Grammar School No. 45. Referred to the Committee on Buildings, &c.

The Nineteenth Ward asks for a clock in the new Grammar School in East Fifty-seventh street. Referred to the Committee on Buildings, &c.

Also that the Board apply to the Common Council for a site for a Primary School on Hamilton square instead of the insufficient school-house in Seventieth street. Referred to the Committee on Sites, &c.

The Trustees of the Twenty-second Ward earnestly urge on the Board that Primary School No. 35 having been discontinued on account of the dilapidated condition of the building, and there now being no Primary School between Fifty-second and Eighty-second streets, and there being an opportunity to obtain an unexceptionable building at Seventieth street and Broadway and citizens having urgently pressed the re-establishment of the school, the Board will authorize the hiring of the building for \$1,500 per annum for reopening Primary School No. 35. Referred to the Committee on Buildings, &c.

President SMYTH announced as the Committee on the Cadetship at West Point, offered by Hon. Smith Ely, Jr., to the scholars of the Eleventh and Seventeenth Wards, the following: Commissioners Sands, Gross, England.

Commissioner ENGLAND presented the

following rather spicy protest of Miss L. Swain, which on his request was read:

"NEW YORK, Jan. 29, 1872.

"Isaac W. England, Esq.:
"DEAR SIR: I would most respectfully complain to the Board of Education of the city of New York of the local Board of the Seventeenth Ward, who have transferred me from a position in Grammar School No. 9, Male Department, that I have held for more than five years, to the 18th assistant in Primary Department of Grammar School No. 13, at a much reduced salary, without either cause or provocation. They stated to me no reason except prejudice, and that cause was told me by two members of the Board.

"I was absent a month and a half previous to last vacation on account of severe illness, the particulars of which Dr. O'Sullivan is acquainted with. On my return in September, my pay for the time I had been absent, together with my August salary, was refused me (I having also been requested to resign on the 6th of July, a few weeks before school closing, on account of my illness as I supposed, but was informed by the Principal on my return that Mr. Fischer wished a German lady to have my position and thought it a good opportunity to ask me to resign), but through the kindness of one of the Trustees an application was sent in to the Board of Education for my past salary, which I received, much to the annoyance of Inspector Harvey Woods and some of the Trustees.

"Since receiving the above I have been subject to constant persecution from the above inspector, some of the trustees, principal and a lady teacher who is a particular friend of his. Some four weeks ago a meeting was held relative to transferring some teachers whom the chairman informed me, the above gentleman had a personal dislike to. I did not allow the result of that meeting to worry me, as I did not think any body of gentlemen would transfer a teacher without a cause for so doing, much less disgrace and insult her as they have me.

"I have done my duty as a teacher, and have been as regular as my health would permit, having never recovered entirely from my illness last summer. On Tuesday, the 16th of January, I was excused two hours in the afternoon by the Chairman of the Board, Mr. Smeaton (principal), ignoring the right the chairman had to excuse me, sent a note to the above Mr. Woods, who called a meeting on Wednesday, the 17th, and, without the approval of the Board or knowledge of the chairman, he recommended, and Messrs. Fischer, Kinkie (who is a stranger to me, but friend of Mr. Fischer) and Harriet transferred me to the school above mentioned. The latter-named gentleman is a stranger to our ward, having been lately appointed in place of Mr. Ed. Lane, who resigned his position on account of financial troubles connected with the Board of Education, needless to explain here. His affair was kept very quiet, as he was one of their members, and consequently less interest was taken in his case than has been manifested in mine.

"Mr. Woods made the remark in the summer that I should neither come back to that school, nor should I receive any money for the time I had been away. Finding he failed in both, he, together with Mr. Fischer, both having personal prejudices, have succeeded in transferring me, and I now appeal to the Board of Education for redress. I ask an investigation and to be reinstated in my place. This transfer, please remember, has been through personal prejudice only; and certainly no honorable body of men would uphold such a transaction. It is not only a grievous insult to me, but a disgrace to the schools of New York City. Hoping, kind sir, you will present my case to the Commissioners and interest yourself in my behalf, I am,

"Very respectfully,

"LILLIE SWAIN.

"P. S.—On the morning of the 21st of November, or the day of the Ducal procession, I had a very sick headache and remained at home. Feeling better at noon I went to school. On seeing the school being dismissed I asked the reason. Finding there was no school, I went home and then to see the procession. I told of it in school the next morning. A teacher carried the news to Mr. Woods (who stood ready to grasp anything concerning me). He called a special meeting, instead of speaking to me himself. Asked me if it was so. I said yes. Nothing more was said about it. I had a perfect right to go and see the procession while I had no duty to perform in

school, and at the same time if it had been in the morning could not have gone any more than I could have gone to school.

"I write you this as it is the only conceivable thing I can think of that they could base a transfer on, and that is no foundation whatever."

Commissioner GROSS suggested that as this was technically a transfer, possibly it was not within the jurisdiction of the Board.

The President was clearly of opinion that it was a case for appeal.

Commissioner ENGLAND said that he understood that this case was a case for the consideration of the Board of Instruction. However potent the Board of Trustees might be, they had not an unchecked power of removal, and in this case the so-called transfer was equivalent to a removal.

The President reiterated his decision, and the matter was referred to the Committee on Teachers.

The President returned to the Board bills of Messrs. Kedion & Co. for \$265.59, and of G. Winter for \$75, as being in excess of appropriations. His communication was referred to the Finance Committee.

Commissioner WOOD presented to the Board a communication from T. Nelson Sons, dated Feb. 6, 1872, presenting specimens of cards of natural objects, of which the retail price was stated at 50 cents per package, but should the Board adopt them the price would be placed at 30 cents. The Commissioner explained that he knew nothing of the parties who wrote the letter, though the name was familiar to him; but the cards seemed to be good and artistic. He had shown them to various principals of schools, who thought they would be of great use. He therefore moved that the letter, with the cards accompanying it, be referred to the Committee on Course of Studies, School Books, etc. Adopted.

Commissioner WOOD said they were all aware that a course of studies had recently been adopted calling for considerable acquisitions on the part of teachers in natural sciences. Though he had been opposed in the first place to the course of studies as calling for too much knowledge from the teachers, yet it having been passed, he considered it his duty to try to carry out the wish of the majority fairly and frankly; he therefore proposed the following resolution:

"Whereas, The Course of Study recently adopted by the Board of Public Instruction requires a familiarity with the natural sciences not hitherto provided for to the same extent in the old course of study; and,

"Whereas, Many teachers have manifested a desire to improve themselves in these sciences, with the view of making their instruction more acceptable to the pupils; and,

"Whereas, It becomes the duty of the Committee on the Normal College, etc., to make such arrangements for the Saturday session of the Normal College as will enable the teachers attending it to improve themselves to the utmost; therefore,

"Resolved, That the City Superintendent be requested by this Board to furnish the Committee on the Normal College, etc., at his earliest convenience, with a definite statement of the requirements of his department in the different branches of natural science as demanded by the new Course of Study."

The resolution was adopted. Commissioner ENGLAND said that he was informed that the trustees of the Twenty-first Ward had excluded from their schools certain text-books on the supply lists. He therefore offered the following resolution:

"Resolved, That the Committee on By-laws be directed to inquire by what authority the Board of Trustees of the Twenty-first Ward have excluded text-books included in the supply list of this department from the schools of that ward."

The resolution was adopted.

[The Trustees of the Twenty-first Ward at a special meeting of January 3, 1872, excluded Wilson's Readers from the schools of the ward.—RE.]

Commissioner LEWIS, from the Finance Committee, reported that in the Tenth Ward the lowest proposals for rebuilding Primary School No. 1, in Ludlow street, were:

Mason work—Terence Kiemare	\$34,435
Carpenter work—Alonso Dutch	\$4,000
Painting—Cornelius Ford	1,300
That there was a positive necessity for proceeding with the rebuilding, that the Board have the financial ability to go on with it, and recommends the appropriation of \$39,735 to carry out the building under the usual guarantees.	
Laid over under the rule.	
Commissioner LEWIS, from the same committee, presented a report recommending the cancellation of some twenty-two warrants, three of which were issued in 1867, and are undoubtedly lost, and the rest of late date have never been called for, ranging from \$1.50 to \$367.30, and amounting in the aggregate to \$1,353.08, and that the sum be transferred to the expense account. If any of them should be called for, a reissue can be made.	
Laid over under the rule.	
Commissioner LEWIS, from the same committee, reported in favor of paying bills of:	
Giles & Gagehagan	\$1,958.31
Stimons Manufacturing Co.	1,501.86
Thomas Angell	1,192.94
F. Phillips	1,066.87
Anger Messmer	2,197.28
Wm. Henry	46.00
Total	\$7,999.96

Approved by the Committee on Course of Studies, School Books and Hygienics for stoves and heating apparatus last November, and of bills of:

Wm. Bradshaw	\$356.30
S. C. Sullivan	65
Joe. W. Gierke	65
Morse & Fusing	110

Total \$491
Approved by the Committee on Buildings, Repairs and Furniture for whitewashing and repairs in the school buildings of the Ninth Ward.

Laid over under the rule.
Commissioner LEWIS, from the same committee, presented the following report:

"That the estimate for the support of the schools for the year 1872, as reported in November, amounted to the sum of \$2,787,100, which estimate, it is presumed, will be approved by those authorized to provide the funds. By the Act of 30th January, 1872, the Board of Apportionment and Audit thereby created is authorized to estimate, apportion and appropriate for this and the other departments of the city government, the amounts required to defray the expenses of conducting the same from the 1st day of January to the 30th of April, 1872. Your committee presume that the exigencies of the city will compel the Board of Apportionment to promptly make the apportionments as authorized, and in anticipation of such action and in obedience to the by-laws of the Board, which require appropriations to be made by it before any payments can be made, we propose that the Board appropriate in the usual manner to the several purposes to which the funds are to be applied, and also set apart a sum which together will amount to one-third of the sum estimated as required for the year, which is \$929,033.33, and that a requisition upon the Comptroller be made for a portion of this sum, sufficient at least to pay the current expenses of the school for one and a half months.

"By this action the officers of the Board will be enabled to discharge the present and accumulating obligations for salaries and supplies as soon as the money is placed to the credit of the Board to the extent of the amount supplied.

"The sums named for appropriation are in each case one-third of those presented in the report of the committee of the 15th November, 1871, and submitted to the Board of Supervisors and the other authorities at that time.

"It is deemed advisable to again remind the Comptroller of our pressing wants for the obligations of 1871, and therefore detailed statements of such of them as require immediate attention will be sent to him as soon as prepared to be presented to the Board of Apportionment and Audit.

"The following resolutions are submitted with the recommendation that, by unanimous consent, they be adopted at this meeting:

"Resolved, That the sum of \$445,367 of the school moneys for the year 1872 be and the same hereby be appropriated for the several purposes and in the amounts hereinafter named, and paid as may be required by warrants drawn on the City Chamberlain, subject to the by-laws, rules and regulations of this Board governing payments, viz.:

For the Salaries of Teachers in Ward Schools	\$563,333
For the Salaries of Janitors in Ward Schools	35,000
For the Salaries of Teachers in Normal College and School Janitors	21,000
For the Salaries of Teachers in Evening Schools	33,333
For the Salaries of Teachers in Colored Schools	48,333
For the Salaries of Superintendents, Clerks, etc.	35,333
For Books, Maps, &c., for Schools	24,700
For Rent of School Premises	16,667
For Corporate School Apportionment	26,667
For Fuel for all the Schools	29,333
For Gas for all the Schools	6,667
For Apparatus, Stationery, &c., for Normal College and School, Evening and Colored Schools	4,667
For incidental Expenses, Printing and Binding, Advertising, &c., &c.	13,334
Total	\$945,367

"Resolved, That the sum of \$98,066 of the school moneys of 1872 be set apart and reserved to be paid as may be required under appropriations to be previously made therefrom by this Board for furnishing, filling up, altering, enlarging and repairing buildings and premises for the support of the schools which shall have been organized since the last annual apportionment of the school moneys made by the Board, and for such further sum or sums as may be necessary for the purposes authorized and not otherwise provided for.

"Resolved, That the Comptroller be requested to place with the City Chamberlain the sum of \$550,000 on account of the school moneys for 1872, subject to the draft of the Board on and after this date."

Unanimous consent being obtained, the report was accepted and the resolutions adopted.

Commissioner GROSS, from the Committee on Teachers, reported favorably on giving William Belden, Principal of Grammar School No. 44, three months' leave of absence, provided he employed, at his own expense, a suitable substitute to take charge of the first class.

Laid over under the rule.

Commissioner VAN VORST submitted a report that as a contract had been made for the delivery of supplies the services of Messrs. Bernard K. Murphy and John Killalar, Assistant Clerks, were no longer needed and they be discharged.

Laid over under the rule.

Commissioner SANDS, from the Auditing Committee, reported in favor of paying some six small bills amounting in the aggregate to \$175.58.

Laid over under the rule.

The report of the Committee on Normal College recommending a by-law that every candidate for admission to the Normal College shall have completed their fourteenth

year coming up, the President called Commissioner JARVIS to the chair.

President SMYTH, in opposition to the resolution, said that he was greatly surprised at this recommendation that Grammar School graduates should be excluded from the Normal College till the completion of their fourteenth year. This was tantamount to excluding them till they were fifteen. It was well known that many at twelve were as well qualified as others at sixteen. Why should age be made the test. Surely ability was the only proper test. Why, when a poor girl was well qualified, impose the hardship of refusing her further progress? What was she to do with the intervening years? Why should they be harder on the gentler sex than on their robust brothers? He remembered the debate on the age of admission to the college, when parents came to learn and asked what they were to do with their boys who had completed the school course. Were they to let them run the streets for a year or two and forget most of what they had learned? They had yielded to those reasons then; he saw no reason for acting differently now. He hoped the resolution would not be adopted.

Commissioner WOOD, in answer, said that he supposed they were bound on such a matter to give "a reason for the faith that is in us," and as, on very cool and careful consideration, the committee had come to the conclusion that fourteen was the earliest proper age, he thought he should say a word. It might be well to say here that Commissioner VAN VORST had thought the age should be fifteen. It might be that a good many under fourteen were mentally fitted for the Normal College, but the question before them was whether it was best for their mental and bodily health that before fourteen years of age they should be submitted to the extra strain imposed in the College. At about fourteen their constitutions were usually confirmed.

He thought it a great mistake to send persons too young to the exacting demands of collegiate education. He himself had had the misfortune to go to the Edinburgh College at the early age of 13. After a brief stay there he had returned to school for a year or two before returning to the college. His own belief was confirmed by the experience of so great a man as Sir William Hamilton, who had also entered the college at 13, and then had returned to the school for two years before he again attempted the college.

If the physical and mental health of the students were to be considered, they should not commence the College work till fourteen. The College would be filled to its capacity and more by those over that age. If in an exceptional case the mind was found sufficiently developed, it would almost always be found that the body was not enough advanced. In such cases, it was better for the pupil that she should be idle a year or two. The recommendation had been carefully considered by the Committee, and he again recalled the fact that Commissioner VAN VORST had thought fifteen the best limit of age.

Commissioner SANDS suggested that possibly the wording of the resolution was wrong, implying that it was necessary for a girl to be fifteen, when the completion of the thirteenth year was really meant.

Commissioner SMYTH in reply asked what greater strain could be on the pupil's mind in the first grades of the Normal College than in the highest class of the Grammar School. He had thought the Normal College for the benefit of the poor, and this resolution excluded the poor. Such a resolution he could never sanction and should never be adopted.

Commissioner ENGLAND moved as an amendment that the rule read "those who have attained their fourteenth year."

Commissioner SMYTH moved as an amendment "those who have attained their twelfth year and are otherwise fitted."

This amendment was lost by a vote of 3 to 6.

Commissioner SMYTH then suggested that in view of the importance of the question and the probability that a very thorough consideration had not been given to the matter, the question be laid over to the last meeting in March. Adopted.

The report of the Committee on Finance, already published, showing the impecuniosity of the Board, was adopted.

The report of the Finance Committee on the application of the Trustees of the Ninth Ward, containing the following resolution:

"Sec. 67. Each board of trustees may appoint a male principal or vice-principal in their respective wards as clerk, and when so appointed said principal or vice-principal may be paid as a part of the general expenses of the schools in their wards, at a yearly rate not exceeding a sum equal to six cents for each unit of the total average attendance of all schools in the ward for the year next previous to the current year, as verified in pursuance of section 49 of the manual of the Board for the year 1870."

—was called up, as was also Commissioner Brennan's minority report embodying the following resolution:

"Resolved, That the action of the Board, as found on page 253 of the Journal of 1869, be reaffirmed as the policy to be pursued in the future."

Commissioner Brennan moved the adoption of the minority resolution. Lost by the following vote:

AYES.	NOES.
Smeth.	Lewis.
Brennan.	Duryea,
	Wood,
	Sands,
	Gross,
	Jarvis,
	England.

Commissioner WOOD moved to strike out from the majority resolution the words "or Vice Principal." Carried.

The resolution of the majority report was then put and carried, the votes being as on the other motion.

The following resolutions laid over from last meeting were adopted:

"Resolved, That the nomination of James Kelly for the position of vice-principal of Grammar School No. 19 be not confirmed."

"Resolved, That the Trustees of the Ninth Ward be authorized to advertise, in the manner prescribed by the By-laws, for estimates and proposals for the necessary heating of the new Grammar School Building in East Fifty-seventh street, according to the plans and specifications to be prepared by the Superintendent of Buildings and Repairs, and approved by the Committee on Course of Studies, School Books and Hygienics, and the Trustees of the Nineteenth Ward."

"Resolved, That the Trustees of the Nineteenth Ward be authorized to invite, by the usual advertisement, for two weeks from the date of insertion, for proposals for furnishing Grammar School building in East Fifty-seventh street, near Third avenue, in accordance with plans and specifications to be prepared by the Superintendent of Buildings."

"Resolved, That Misses Elfrida De Wailly and Emma L. Crasto be made Second Assistant Teachers in the Normal College at a salary of fourteen hundred dollars (\$1,400) annuum each, to take effect on and after January 1, 1872."

The Board then adjourned.

ABDALLAH.

BY R. J. FLEMING.

In a far-off Eastern land dwelt the merchant Abdallah, rich beyond desire, honored above all his fellows. He was master of a hundred slaves, each of the same age as himself, who had grown up with him and been nourished by his indulgence, and who professed the greatest love for him and attachment to his service and fidelity to his interests. Satisfied with their professions, he had not closely scrutinized their conduct, although reports had come to his ears that they were not all mindful of their duty, but wasted their time in idleness and his substance in riotous living.

But at length there came a day when his attention was called to the matter by a great loss he had sustained through the negligence of some of them, and on calling them to account he was surprised to find that three-score of them were utterly unprofitable.

But Abdallah said to himself, "I will not sell these servants, because they have grown up with me and been my companions, and because they would bring ruin on any who might purchase them. I will rather take the forty that are honest and depart with them into a strange land, leaving the others behind."

So gathering together his goods, horses and camels, he called his faithful servants in the middle of the night, saying, "Arise and go with me, for I travel to a distant country; and so he and they departed secretly, leaving the others behind, as he had said.

About noon of the next day, Abdallah the merchant looked back and saw a small band of pursuers, who, on coming up, proved to be some of his unprofitable servants; but he drove them off, saying: "Begone from me! I know ye not!" And they departed and he saw them no more—all save one, who, during the day, stayed afar off, but at night crept up slyly and sheltered himself in his master's tent.

In the morning, finding him there, Abdallah said to him:

"Did I not tell thee to begone with the others?" And the slave bowed himself to the earth, and answered—

"Yea, master, but I love thee so!"

Pitying his dejected state and deceived by his words, the merchant allowed him to remain, saying to himself: "He is a pleasant fellow whose tricks have often amused me; and even if he be dishonest, what injury can he do among so many faithful?"

After this, Abdallah journeyed on for many days, the slave all the while winning his way into his confidence by such age degrees that at length the master said: "Thou shalt be no more my servant, Abdallah (for that was his name also), but my brother."

"Nay, master, I will always be thy slave."

When they arrived at the city to which they were bound, the merchant would have introduced his companion to the merchants of the place, but they refused, saying:

"Abdallah the merchant we will receive, for his fame has reached our ears; but Abdallah the slave we know not."

And when, not many days after, they saw how the slave cheated his master and squandered his goods under pretense of serving him, they advised him to rid himself of him. At this Abdallah grew wroth, and said: "He who esteems not him esteems not me," and refused, in his turn, to consort with the merchants, devoting himself more closely to his false friend, who led him into all sorts of evil company and low debauchery.

After this the merchant grew rapidly poorer, until at length of all his wealth nothing remained but ten faithful slaves. The merchants of the city once more appealed to him to abandon his companion, saying that even yet, with the servants that remained to him, he might retrieve his fortunes; but so infatuated had he become that he again refused, saying: "I had rather part with all the world than with Abdallah, my brother."

As day followed day, so slave after slave was sold in the market place, until not one was left to do the bidding of the foolish Abdallah. On the morrow, after the last slave was gone, as the merchants sat at the doors of their shops they beheld the two Abdallahs approaching; and, lo! he who had been master bore a heavy burden and was driven with blows and revilings by him who had been slave.

Reader, the story of Abdallah the merchant contains a riddle. Canst thou read it?

The hundred slaves are the habits, good and bad, which for a time a man cherishes indiscriminately, until at length, his eyes being opened, he resolves to leave what is unprofitable behind and depart with the others into a new land of endeavor. But, if he permit one of the bad habits to follow and cling to him, it will destroy all his good habits and, in the end, he will be the slave and it the master.

WHAT METEORS ARE.

Sir W. Thomson tells us very definitely what meteors are: they are the fragments of worlds which have been destroyed by collision. It is desirable to present Sir W. Thomson's reasoning in his own words (according to the fullest reports), because full justice has not always been done to him when his startling hypothesis has been described or summarized. The theory is amazing enough even as he presents it; but it is rendered utterly absurd by some of the modifications which it has received in the mouths of exponents.

Let us first consider how the theory was suggested. The questions which have recently been raised respecting the origin of life could scarcely pass unnoticed in a review of the scientific work of the past year. Accordingly, Sir W. Thomson, as President of the British Association, seemed invited to their discussion. "How did life originate," he asks, "upon the earth? Tracing the physical history of the earth backward, we are brought to a red-hot, melted globe on which no life could exist. Hence, when the earth was first fit for life, there was no living thing on it. There were rocks, water, air all round, warmed and illuminated by a brilliant sun, ready to become a garden. Dead grass, and trees, and flowers spring into existence, in all the fullness of a ripe beauty, by a fiat of creative power, or did vegetation, growing up from seed sown, spread and multiply over the whole earth? Science is bound by the everlasting law of honor to face fearlessly every problem which can fairly be presented to it. If a probable solution consistent with the ordinary course of nature can be found, we must not invoke an abnormal act of creative power."

He then proceeds to consider under what circumstances regions which in some respects resemble, or may be supposed to resemble, the lately cooled earth, become under our eyes the abode of abundant life. "When a lava stream flows down the side of Vesuvius or Etna it quickly cools and becomes solid; and after a few weeks or years it teems with vegetable and animal life, which—for it—originated by the transport of seed and ova, and by the migration of individual living creatures. When a volcanic island springs up from the sea, and after a few years is found clothed with vegetation, we do not hesitate to assume that seed has been wafted to it through the air, or floated to it on (natural) rafts."

"Is it not possible," he proceeds to ask, "and, if possible, is it not probable, that the beginning of vegetable life on the earth is to be similarly explained? Every year thousands, probably millions, of fragments of solid matter fall on the earth. Whence come these fragments? What is the previous history of any one of them?"

Was it created in the beginning of time an amorphous mass? This idea is so unacceptable that, tacitly or explicitly, all men discard it. It is often assumed that all, and it is certain that some, meteoric stones are fragments which have been broken off from greater masses and launched free into space. It is as sure that collisions must occur between great masses moving through space, as it is that ships steered without intelligence directed to prevent collision could not cross and recross the Atlantic for thousands of years with impunity from collisions. When two great masses come into collision in space, it is certain that a large part of each is melted; but it seems also quite certain that in many cases a large quantity of debris must be shot forth in all directions, much of which may have experienced no greater violence than individual pieces of rocks experience in a landslide or in blasting by gunpowder. Should the time when this earth comes into collision with another body, comparable in dimensions to itself, be when it is still clothed as at present, with vegetation, many great and small fragments, carrying seed and living plants and animals, would undoubtedly be scattered through space. Hence, and because we all confidently believe that there are at present, and have been from time immemorial, many worlds of life besides our own, we must regard it as probable in the highest degree that there are countless seed-bearing meteoric stones moving about through space. If at the present instant no life existed upon this earth, one such stone falling upon it might, by what we blindly call natural causes, lead to its becoming covered with vegetation. I am fully conscious," adds the learned mathematician, in conclusion, "that many scientific objections can be urged against this hypothesis; but I believe them to be all unanswerable—the theory that life originated on this earth through moss-grown fragments from the ruins of another world may seem wild and visionary; all I maintain is, that it is not unscientific."

REMINISCENCES OF THE PAST—
DUTCH SCHOOLS AND SCHOOL-
MASTERS.

BY EDINE T. HOWARD.

In these days of fine school-houses, elegant mansions and thickly-crowded streets, it is somewhat difficult to realize the fact that there ever was a time when none of these existed, save in the brain of some enthusiastic dreamer, a time when the City Hall Park formed the boundary line of civilization on Manhattan Island, the remainder being a continual subject for dispute between the Dutch settlers and the aboriginal owners of the soil. But glancing back over history's pages we learn that Broadway formerly ended near Canal street in a marsh, that Harlem was nothing but a flat which cost its first settler, Jochem Pietersen Kuyter, all the means accumulated during a series of years spent in the service of the Dutch East India Company, and that houses, farms and stock had to be carefully watched in order to protect them from the depredations of the Indians. Among these reminiscences of bygone days we find on an old map, published in one of Valentine's Manuals and drawn in 1770, a school-house located on the block below Trinity Church, bounded by Rector street and Broadway on the north and east, but extending much farther toward the river on the west to a street then known as Lumber street, the same block containing the Lutheran church, while a college building stood in Murray street between Lumber and Chapel streets. But this is not the first notice we have either of school-house or college, for in an article written by one of whom the present generation will hear little more than his name—D. T. Valentine—we are told that New York or New Amsterdam possessed a pedagogue in 1633, a man of indifferent character, however, and in all probability of as indifferent attainments, since we find him eking out his living by taking in washing. An extract from the "Court Records," dated September 20, 1638, states that Adam Roelantzen, to which euphonious name he who had the honor to be the first schoolmaster in the city and county and State of New York laid claim, "demands payment for washing the linen of Gillis de Voocht, defendant. Defendant makes no objection to the payment or the price, but only objects to the time at which payment is demanded, as the year is not yet elapsed. The court decide that plaintiff shall wash for defendant during the time agreed upon, and then he may demand his pay."

Bad conduct, such as the moral governors of that time would not connive at, brought upon poor Adam a sentence of flogging and banishment from the country, which latter threat was put in execution in the spring of 1647, one Arrien Jansen Van Ipepdaem taking his place as the teacher of Dutch youth. Superior to his predecessor in every respect, several of his pupils became leading citizens. His terms of tuition were two beavers' skins per annum, beavers, as they were called, being at that time the best currency. No coin or paper money was used in the colony, and the Indian currency or wampum had commenced to depreciate in value. That the school accommodations of this period were anything but what this enlightened age could approve of may be gathered from the following extracts taken from this same paper of Mr. Valentine:

Nov. 11, 1647. Whereas, for want of a schoolhouse, no school has been kept here during three months, by which the youth are spoiled, it is proposed to consider where a convenient place may be fixed upon, so as to keep the youth from the streets and under strict subordination."

Two years afterward the Commonality appeal to the Dutch West India Company. It will be remembered that the island, though settled in 1613 by the East India Company, passed in 1623 into the hands of its successor, the W. I. Co., who retained it until 1664, when the Union Jack of England supplanted the tri-color of Holland, and the name of New Amsterdam was changed to New York.

This appeal is for a public school, in all probability the first of its kind in this country. It is dated July, 1649, and says: "That there ought to be a public school provided with at least two good teachers, so that the youth in so wild a country, where there are so many dissolute people, may first of all be well instructed and indoctrinated, not only in reading and writing, but also in the knowledge and fear of the Lord."

This appeal seems to have received some attention from those to whom it was addressed, as a schoolmaster was sent over from Holland in 1650, though it was two years later before the public school was established, as we find by a communication addressed by the directors of the company to Governor Stuyvesant, at which time Jan de la Montagne was appointed by them, at a salary of \$100 per annum, the City Tavern being recommended as the place where the school should be held. The tavern, which afterward became the City Hall, stood on the northwest corner of Wall and Nassau streets.

Several others now made their appearance during these years as teachers, but Montagne's legitimate successor was William Vestius, followed by Harmanus Van Hoboken, who pursued the avocations of chorister and church sexton besides of him, Hoboken was soon deposed and his place filled with one Evert Pietersen, who had taught at New Amstel, a Dutch settlement on the Delaware River. As an instance of

what was expected of a teacher in those days, we give our readers an extract taken from the record of his appointment by the W. I. Company.

1661. "Whereas, we have deemed it necessary to promote religious worship and to read to the inhabitants the word of God, to exhort them, to lead them into the ways of the Lord and to console the sick, that an expert person should be sent to the city of Amsterdam, in New Netherlands, who should also act there as chorister and school teacher; therefore have we, upon the good reports which we have received concerning Evert Pietersen, and confiding in his abilities and experience in said services, together with his pious and virtuous character, appointed said Evert Pietersen as consoler of the sick, chorister and schoolmaster, which charges he shall fulfill there, and conduct himself in them with all diligence and faithfulness, so that he shall become an example of good to others and carry himself as becomes a devout, pious and good consoler, clerk, chorister and schoolmaster, regulating himself according to the instructions which he has received."

The first academy or Latin school in our city owes its origin to the Rev. Samuel Drisssien, a clergyman stationed here, and to whom it is said our Dutch ancestors were greatly indebted for his spirited and successful advocacy of the cause of learning and social advancement in all its branches. In response to repeated intimations from him that the establishment of a Latin school would prove to be of the greatest service to the rising generation, the directors of affairs in the old country finally sent over one Alexander Carolus Curtius, a professor in Lithuania, allowing him an annual stipend of \$200, with \$40 as an outfit. He was also permitted to receive remuneration from the parents of those who became his pupils. He remained but a short time, however, and from his complaints of the inadequacy of his compensation it is supposed he must have been disappointed in the receipts from the last source. After his departure for Europe the school was abandoned and might have remained so had it not been for a young man named Egidius Luyck, who had previously been engaged as a private tutor in the family of Governor Stuyvesant. Young, accomplished and devoted to his profession, he was temporarily appointed to the position of principal, and as his reputation extended, scholars were brought to him from various portions of the colonies, some even from Virginia and a number from Fort Orange, now Albany.

Luyck retained his situation until the capture of the city by the English in 1664, when he followed the example set by his predecessor, Carolus Curtius, and went back to Holland. So much then for the efforts of the Dutch to establish educational institutions in this city. Perhaps at some future time the writer will follow up the subject and let your readers know what our Saxon forefathers did for us in this respect. There is much that is interesting in our public school history, and the present generation, while reaping the fruit of the arduous labor expended in the past in the planting of the tree, know far too little of those who planted and sowed that they might reap. The name of De Witt Clinton, for instance, ought to be as dear to a New York child as that of Washington, since he owes to the former a debt fully equal to that due from him to the Father of our country.

A FAITHFUL SHEPHERD BOY.

Gerhardt was a German shepherd boy, and a noble fellow he was, although he was very poor.

One day while he was watching his flock, which was feeding in a valley on the borders of a forest, a hunter came out of the woods and asked:

"How far is it to the nearest village?"

"Six miles, sir," replied the boy; "but the road is only a sheep track and very easily missed."

The hunter looked at the crooked track and said:

"My lad, I am hungry, tired and thirsty. I have lost my companions and missed my way. Leave your sheep and show me the road. I will pay you well."

"I cannot leave my sheep, sir," rejoined Gerhardt; "they would stray into the forest, and be eaten by wolves or stolen by robbers."

"Well, what of that?" queried the hunter. "They are not your sheep. The loss of one or more wouldn't be much to your master, and I'll give you more than you have earned in a whole year."

"I cannot go, sir," rejoined Gerhardt, very firmly. "My master pays me for my time, and he trusts me with his sheep. If were to sell my time, which does not belong to me, and the sheep should get lost, it would be the same as if I stole them."

"Well," said the hunter, "will you trust your sheep with me while you go to the village and get some food and drink, and a guide? I will take care of them for you."

The boy shook his head. "The sheep," said he, "do not know your voice, and—"

Gerhardt stopped speaking.

"And what? Can't you trust me? Do I look like a dishonest man?" asked the hunter, angrily.

"Sir," said the boy, "you tried to make me false to my trust, and wanted me to break my word to my master. How do I know you would keep your word to me?"

The hunter laughed, and he felt the boy had fairly cornered him. He said:

"I see, my lad, that you are a good, faithful boy. I will not forget you. Show

me the road, and I will try to make it out myself."

Gerhardt now offered the contents of his scrip to the hungry man, who, coarse as it was, ate it gladly. Presently his attendants came up, and then Gerhardt, to his surprise, found that the hunter was the grand duke, who owned all the country round. The duke was so pleased with the boy's honesty, that he sent for him shortly after, and had him educated. In after years Gerhardt became a very rich and powerful man, but he remained honest and true to his dying day.

Honesty, truth and fidelity are precious jewels in the character of a child. When they spring from piety, they are pure diamonds, and make the possessor very beautiful, very happy, very honorable and very useful. May you, my readers, wear them as Gerhardt did! Then a greater than a duke will befriend you, for the Great King will adopt you as His children, and you will become princes and princesses royal in the kingdom of God.

The Roll of Merit.

By a resolution of the Board of Education, passed April 19, 1871, this paper is especially designated to give monthly, under the above title, the names and residence of the best pupil in each class in every school in the City of New York, the information being furnished us through the Clerk of the Board by the several Principals. The official character thus given to the list makes it to all whose names appear therein an imperishable certificate, fairly and honorably earned, not only of good deportment, but of intelligence and the faithful discharge of duty. For the month of January the Roll stands as follows:

GRAMMAR SCHOOL No. 4.

MALE DEPARTMENT.
Class 1. Frank Heinrich, 125 E. 12th st.
2. And. J. Hawke, 125 E. 12th st.
3. Henry Bean, 125 E. 12th st.
4. Henry Stock, 125 E. 12th st.

FEMALE DEPARTMENT.
Class 1. Carrie Starr, 412 Grand st.
2. Jennie Kilan, 252 2d st.
3. Jennie Tyler, 219 Inglewood st.
4. Celia Rind, 329 Houston st.
5. Louisa Nachtman, 117 Willett st.
6. Emma Zundman, 52 Willett st.
7. Addie Arance, 202 Rivington st.
8. Rosa Vandenberg, 79 Suffolk st.
9. Matilda Hommer, 32 Norfolk st.
10. Emma Ribber, 62 Columbia st.
11. Rebecca Simon, 78 Ridge st.
12. Celia Meyer, 304 Rivington st.
13. Hattie Mulhanser, 67 Clinton st.
14. Matilda Abraham, 101 Delancey st.
15. Emma Jacob, 118 Delancey st.
16. Mary Holsten, 215 Rivington st.
17. Emma Myer, 349 Rivington st.
18. Emma Faresse, 51 Ridge st.

GRAMMAR SCHOOL No. 7.

MALE DEPARTMENT.
Class 1. George Gumpert, 125 E. 12th st.
2. Hermann Cohen, 125 E. 12th st.
3. Adolph A. Edlich, 125 E. 12th st.
4. John H. E. Shoen, 125 E. 12th st.
5. Edward Goss, 125 E. 12th st.
6. Henry Bethoff, 125 E. 12th st.
7. Louis Cominsky, 125 E. 12th st.
8. Thomas Gross, 125 E. 12th st.

FEMALE DEPARTMENT.
Class 1. Carrie Starr, 412 Grand st.
2. Jennie Kilan, 252 2d st.
3. Jennie Tyler, 219 Inglewood st.
4. Celia Rind, 329 Houston st.
5. Louisa Nachtman, 117 Willett st.
6. Emma Zundman, 52 Willett st.
7. Addie Arance, 202 Rivington st.
8. Rosa Vandenberg, 79 Suffolk st.
9. Matilda Hommer, 32 Norfolk st.
10. Emma Ribber, 62 Columbia st.
11. Rebecca Simon, 78 Ridge st.
12. Celia Meyer, 304 Rivington st.
13. Hattie Mulhanser, 67 Clinton st.
14. Matilda Abraham, 101 Delancey st.
15. Emma Jacob, 118 Delancey st.
16. Mary Holsten, 215 Rivington st.
17. Emma Myer, 349 Rivington st.
18. Emma Faresse, 51 Ridge st.

GRAMMAR SCHOOL No. 10.

MALE DEPARTMENT.
Class 1. George Gumpert, 125 E. 12th st.
2. Hermann Cohen, 125 E. 12th st.
3. Adolph A. Edlich, 125 E. 12th st.
4. John H. E. Shoen, 125 E. 12th st.
5. Edward Goss, 125 E. 12th st.
6. Henry Bethoff, 125 E. 12th st.
7. Louis Cominsky, 125 E. 12th st.
8. Thomas Gross, 125 E. 12th st.

FEMALE DEPARTMENT.
Class 1. Carrie Starr, 412 Grand st.
2. Jennie Kilan, 252 2d st.
3. Jennie Tyler, 219 Inglewood st.
4. Celia Rind, 329 Houston st.
5. Louisa Nachtman, 117 Willett st.
6. Emma Zundman, 52 Willett st.
7. Addie Arance, 202 Rivington st.
8. Rosa Vandenberg, 79 Suffolk st.
9. Matilda Hommer, 32 Norfolk st.
10. Emma Ribber, 62 Columbia st.
11. Rebecca Simon, 78 Ridge st.
12. Celia Meyer, 304 Rivington st.
13. Hattie Mulhanser, 67 Clinton st.
14. Matilda Abraham, 101 Delancey st.
15. Emma Jacob, 118 Delancey st.
16. Mary Holsten, 215 Rivington st.
17. Emma Myer, 349 Rivington st.
18. Emma Faresse, 51 Ridge st.

GRAMMAR SCHOOL No. 14.

MALE DEPARTMENT.
Class 1. George Gumpert, 125 E. 12th st.
2. Hermann Cohen, 125 E. 12th st.
3. Adolph A. Edlich, 125 E. 12th st.
4. John H. E. Shoen, 125 E. 12th st.
5. Edward Goss, 125 E. 12th st.
6. Henry Bethoff, 125 E. 12th st.
7. Louis Cominsky, 125 E. 12th st.
8. Thomas Gross, 125 E. 12th st.

FEMALE DEPARTMENT.
Class 1. Carrie Starr, 412 Grand st.
2. Jennie Kilan, 252 2d st.
3. Jennie Tyler, 219 Inglewood st.
4. Celia Rind, 329 Houston st.
5. Louisa Nachtman, 117 Willett st.
6. Emma Zundman, 52 Willett st.
7. Addie Arance, 202 Rivington st.
8. Rosa Vandenberg, 79 Suffolk st.
9. Matilda Hommer, 32 Norfolk st.
10. Emma Ribber, 62 Columbia st.
11. Rebecca Simon, 78 Ridge st.
12. Celia Meyer, 304 Rivington st.
13. Hattie Mulhanser, 67 Clinton st.
14. Matilda Abraham, 101 Delancey st.
15. Emma Jacob, 118 Delancey st.
16. Mary Holsten, 215 Rivington st.
17. Emma Myer, 349 Rivington st.
18. Emma Faresse, 51 Ridge st.

GRAMMAR SCHOOL No. 15.

MALE DEPARTMENT.
Class 1. George Gumpert, 125 E. 12th st.
2. Hermann Cohen, 125 E. 12th st.
3. Adolph A. Edlich, 125 E. 12th st.
4. John H. E. Shoen, 125 E. 12th st.
5. Edward Goss, 125 E. 12th st.
6. Henry Bethoff, 125 E. 12th st.
7. Louis Cominsky, 125 E. 12th st.
8. Thomas Gross, 125 E. 12th st.

FEMALE DEPARTMENT.
Class 1. Carrie Starr, 412 Grand st.
2. Jennie Kilan, 252 2d st.
3. Jennie Tyler, 219 Inglewood st.
4. Celia Rind, 329 Houston st.
5. Louisa Nachtman, 117 Willett st.
6. Emma Zundman, 52 Willett st.
7. Addie Arance, 202 Rivington st.
8. Rosa Vandenberg, 79 Suffolk st.
9. Matilda Hommer, 32 Norfolk st.
10. Emma Ribber, 62 Columbia st.
11. Rebecca Simon, 78 Ridge st.
12. Celia Meyer, 304 Rivington st.
13. Hattie Mulhanser, 67 Clinton st.
14. Matilda Abraham, 101 Delancey st.
15. Emma Jacob, 118 Delancey st.
16. Mary Holsten, 215 Rivington st.
17. Emma Myer, 349 Rivington st.
18. Emma Faresse, 51 Ridge st.

GRAMMAR SCHOOL No. 16.

MALE DEPARTMENT.
Class 1. George Gumpert, 125 E. 12th st.
2. Hermann Cohen, 125 E. 12th st.
3. Adolph A. Edlich, 125 E. 12th st.
4. John H. E. Shoen, 125 E. 12th st.
5. Edward Goss, 125 E. 12th st.
6. Henry Bethoff, 125 E. 12th st.
7. Louis Cominsky, 125 E. 12th st.
8. Thomas Gross, 125 E. 12th st.

FEMALE DEPARTMENT.
Class 1. Carrie Starr, 412 Grand st.
2. Jennie Kilan, 252 2d st.
3. Jennie Tyler, 219 Inglewood st.
4. Celia Rind, 329 Houston st.
5. Louisa Nachtman, 117 Willett st.
6. Emma Zundman, 52 Willett st.
7. Addie Arance, 202 Rivington st.
8. Rosa Vandenberg, 79 Suffolk st.
9. Matilda Hommer, 32 Norfolk st.
10. Emma Ribber, 62 Columbia st.
11. Rebecca Simon, 78 Ridge st.
12. Celia Meyer, 304 Rivington st.
13. Hattie Mulhanser, 67 Clinton st.
14. Matilda Abraham, 101 Delancey st.
15. Emma Jacob, 118 Delancey st.
16. Mary Holsten, 215 Rivington st.
17. Emma Myer, 349 Rivington st.
18. Emma Faresse, 51 Ridge st.

GRAMMAR SCHOOL No. 17.

MALE DEPARTMENT.
Class 1. George Gumpert, 125 E. 12th st.
2. Hermann Cohen, 125 E. 12th st.
3. Adolph A. Edlich, 125 E. 12th st.
4. John H. E. Shoen, 125 E. 12th st.
5. Edward Goss, 125 E. 12th st.
6. Henry Bethoff, 125 E. 12th st.
7. Louis Cominsky, 125 E. 12th st.
8. Thomas Gross, 125 E. 12th st.

FEMALE DEPARTMENT.
Class 1. Carrie Starr, 412 Grand st.
2. Jennie Kilan, 252 2d st.
3. Jennie Tyler, 219 Inglewood st.
4. Celia Rind, 329 Houston st.
5. Louisa Nachtman, 117 Willett st.
6. Emma Zundman, 52 Willett st.
7. Addie Arance, 202 Rivington st.
8. Rosa Vandenberg, 79 Suffolk st.
9. Matilda Hommer, 32 Norfolk st.
10. Emma Ribber, 62 Columbia st.
11. Rebecca Simon, 78 Ridge st.
12. Celia Meyer, 304 Rivington st.
13. Hattie Mulhanser, 67 Clinton st.
14. Matilda Abraham, 101 Delancey st.
15. Emma Jacob, 118 Delancey st.
16. Mary Holsten, 215 Rivington st.
17. Emma Myer, 349 Rivington st.
18. Emma Faresse, 51 Ridge st.

GRAMMAR SCHOOL No. 18.

MALE DEPARTMENT.
Class 1. George Gumpert, 125 E. 12th st.
2. Hermann Cohen, 125 E. 12th st.
3. Adolph A. Edlich, 125 E. 12th st.
4. John H. E. Shoen, 125 E. 12th st.
5. Edward Goss, 125 E. 12th st.
6. Henry Bethoff, 125 E. 12th st.
7. Louis Cominsky, 125 E. 12th st.
8. Thomas Gross, 125 E. 12th st.

FEMALE DEPARTMENT.
Class 1. Carrie Starr, 412 Grand st.
2. Jennie Kilan, 252 2d st.
3. Jennie Tyler, 219 Inglewood st.
4. Celia Rind, 329 Houston st.
5. Louisa Nachtman, 117 Willett st.
6. Emma Zundman, 52 Willett st.
7. Addie Arance, 202 Rivington st.
8. Rosa Vandenberg, 79 Suffolk st.
9. Matilda Hommer, 32 Norfolk st.
10. Emma Ribber, 62 Columbia st.
11. Rebecca Simon, 78 Ridge st.
12. Celia Meyer, 304 Rivington st.
13. Hattie Mulhanser, 67 Clinton st.
14. Matilda Abraham, 101 Delancey st.
15. Emma Jacob, 118 Delancey st.
16. Mary Holsten, 215 Rivington st.
17. Emma Myer, 349 Rivington st.
18. Emma Faresse, 51 Ridge st.

GRAMMAR SCHOOL No. 19.

MALE DEPARTMENT.
Class 1. George Gumpert, 125 E. 12th st.
2. Hermann Cohen, 125 E. 12th st.
3. Adolph A. Edlich, 125 E. 12th st.
4. John H. E. Shoen, 125 E. 12th st.
5. Edward Goss, 125 E. 12th st.
6. Henry Bethoff, 125 E. 12th st.
7. Louis Cominsky, 125 E. 12th st.
8. Thomas Gross, 125 E. 12th st.

FEMALE DEPARTMENT.
Class 1. Carrie Starr, 412 Grand st.
2. Jennie Kilan, 252 2d st.
3. Jennie Tyler, 219 Inglewood st.
4. Celia Rind, 329 Houston st.
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12. Celia Meyer, 304 Rivington st.
13. Hattie Mulhanser, 67 Clinton st.
14. Matilda Abraham, 101 Delancey st.
15. Emma Jacob, 118 Delancey st.
16. Mary Holsten, 215 Rivington st.
17. Emma Myer, 349 Rivington st.
18. Emma Faresse, 51 Ridge st.

GRAMMAR SCHOOL No. 20.

MALE DEPARTMENT.
Class 1. George Gumpert, 125 E. 12th st.
2. Hermann Cohen, 125 E. 12th st.
3. Adolph A. Edlich, 125 E. 12th st.
4. John H. E. Shoen, 125 E. 12th st.
5. Edward Goss, 125 E. 12th st.
6. Henry Bethoff, 125 E. 12th st.
7. Louis Cominsky, 125 E. 12th st.
8. Thomas Gross, 125 E. 12th st.

FEMALE DEPARTMENT.
Class 1. Carrie Starr, 412 Grand st.
2. Jennie Kilan, 252 2d st.
3. Jennie Tyler, 219 Inglewood st.
4. Celia Rind, 329 Houston st.
5. Louisa Nachtman, 117 Willett st.
6. Emma Zundman, 52 Willett st.
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14. Matilda Abraham, 101 Delancey st.
15. Emma Jacob, 118 Delancey st.
16. Mary Holsten, 215 Rivington st.
17. Emma Myer, 349 Rivington st.
18. Emma Faresse, 51 Ridge st.

GRAMMAR SCHOOL No. 21.

MALE DEPARTMENT.
Class 1. George Gumpert, 125 E. 12th st.
2. Hermann Cohen, 125 E. 12th st.
3. Adolph A. Edlich, 125 E. 12th st.
4. John H. E. Shoen, 125 E. 12th st.
5. Edward Goss, 125 E. 12th st.
6. Henry Bethoff, 125 E. 12th st.
7. Louis Cominsky, 125 E. 12th st.
8. Thomas Gross, 125 E. 12th st.

FEMALE DEPARTMENT.
Class 1. Carrie Starr, 412 Grand st.
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3. Jennie Tyler, 219 Inglewood st.
4. Celia Rind, 329 Houston st.
5. Louisa Nachtman, 117 Willett st.
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15. Emma Jacob, 118 Delancey st.
16. Mary Holsten, 215 Rivington st.
17. Emma Myer, 349 Rivington st.
18. Emma Faresse, 51 Ridge st.

GRAMMAR SCHOOL No. 22.

MALE DEPARTMENT.
Class 1. George Gumpert, 125 E. 12th st.
2. Hermann Cohen, 125 E. 12th st.
3. Adolph A. Edlich, 125 E. 12th st.
4. John H. E. Shoen, 125 E. 12th st.
5. Edward Goss, 125 E. 12th st.
6. Henry Bethoff, 125 E. 12th st.
7. Louis Cominsky, 125 E. 12th st.
8. Thomas Gross, 125 E. 12th st.

FEMALE DEPARTMENT.
Class 1. Carrie Starr, 412 Grand st.
2. Jennie Kilan, 252 2d st.
3. Jennie Tyler, 219 Inglewood st.
4. Celia Rind, 329 Houston st.
5. Louisa Nachtman, 117 Willett st.
6. Emma Zundman, 52 Willett st.
7. Addie Arance, 202 Rivington st.
8. Rosa Vandenberg, 79 Suffolk st.
9. Matilda Hommer, 32 Norfolk st.
10. Emma Ribber, 62 Columbia st.
11. Rebecca Simon, 78 Ridge st.
12. Celia Meyer, 304 Rivington st.
13. Hattie Mulhanser, 67 Clinton st.
14. Matilda Abraham, 101 Delancey st.
15. Emma Jacob, 118 Delancey st.
16. Mary Holsten, 215 Rivington st.
17. Emma Myer, 349 Rivington st.
18. Emma Faresse, 51 Ridge st.

Class 2. J. George Oetgen, 8 Little 10th st.
3. Mary Thomas, 203 W. 12th st.
4. Charles Dinkel, 214 W. 12th st.

GRAMMAR SCHOOL No. 23.

MALE DEPARTMENT.
Class 1. Evelyn Phillips, 127 Allen st.
2. Mary Smith, 111 Ludlow st.
3. Effie Thurston, 230 Hudson st.
4. Joseph Kitchin, 215 Broadway st.
5. Lena Fleker, 211 Broome st.
6. Matilda Kammerer, 23 Rivington st.
7. Emma Fox, 117 Orchard st.
8. Mary Leibold, 121 Eldridge st.
9. Anna Schell, 127 Forsyth st.
10. Katie Burckner, 38 Rivington st.

GRAMMAR SCHOOL No. 24.

MALE DEPARTMENT.
Class 1. Frank Deumer, 128 5th st.
2. Morris Anasgo, 245 Rivington st.
3. W. W. Booth, 163 3d st.
4. Adolph John, 60 Rivington st.
5. George McVeagh, 420 E. Houston st.
6. Moses Eshel, 32 Greenw. st.
7. Samuel Rosenfeld, 60 Columbia st.
8. Philip Hoel, 273 3d st.

GRAMMAR SCHOOL No. 25.

MALE DEPARTMENT.
Class 1. Walter A. Sanford, 516 W. 4th st.
2. John K. Halph, 800 8th st.
3. Albert D. Edson, 248 W. 4th st.
4. Robert F. Dearborn, 361 W. 30th st.
5. William D. Edson, 248 W. 4th st.
6. Belmont Locke, 377 W. 30th st.
7. John Barry, 251 W. 4th st.
8. Christopher Blackburn, 312 W. 4th st.

GRAMMAR SCHOOL No. 26.

MALE DEPARTMENT.
Class 1. Mary E. Healy, 226 Greenw. st.
2. Bella Waters, 75 Willow st.
3. Annie Sullivan, 60 Greenw. st.
4. Robert Cahill, 32 Greenw. st.
5. Mary Evans, 59 Washington st.
6. Eva Knell, 112 Greenw. st.
7. Mary E. Fyffe, 125 Greenw. st.
8. Julia Sullivan, 125 Greenw. st.
9. Jane Laubrecht, 28 Henry st.
10. Albert Schmidt, 121 Greenw. st.
11. F. Liane Lemke, 137 Cedar st.
12. Henrietta Brown, 124 Greenw. st.

GRAMMAR SCHOOL No. 27.

MALE DEPARTMENT.
Class 1. Richard J. Hayes, 353 Cherry st.
2. P. F. O'Brien, 180 Monroe st.
3. Louis Kohlmann, 77 Montgomery st.
4. 1st Div. Francis Greag, 606 Water st.
5. 2d Div. Edward Wessel, 445 Rensselaer st.
6. Philip Crough, 654 Water st.
7. Albert Wilson, 208 Madison st.
8. Patrick Moran, 404 Cherry st.

GRAMMAR SCHOOL No. 28.

MALE DEPARTMENT.
Class 1. Maurice Koehler, 529 9th st.
2. Gustav Bergman, 547 7th st.
3. Philip

Official.

DEPARTMENT OF PUBLIC INSTRUCTION.
The Public Evening Schools of this city
will be closed on the 15th inst.
L. D. KIERNAN, Clerk.

SPECIAL NOTICES.

New School Books, Just Published.

Swinton's Word Analysis.

A Word Analysis of English derivative words, with practical exercises in spelling, analyzing, defining, synonyms, and the use of words. By Wm. Swinton, A. D. Professor of the English Language, University of California, and author of "Concise History of United States," &c. 128 pages. Price for examination, 25 cents.

The prominent points of this book are:
1. The clear and simple method of word analysis and definition.
2. The practical exercises in spelling, analyzing, and the use of words in actual composition.
3. The adaptation of the manual, by its progressive character, to the needs of the several grades of public and private schools.

Cathcart's Youth's Speaker.

Selections in prose, poetry and dialogue, suited to the capacities of youth and intended for the exhibition day requirements of common schools and academies; with many new and original pieces. By George R. Cathcart, A. M. 128 pages. Cloth. Price for examination, 25 cents.

The prominent points of this book are:
1. The selections are suitable to the exhibition day requirements of common schools and academies.
2. They are adapted to the understanding of the younger pupils.
3. As far as possible, only pieces that are fresh or that have not heretofore been used in a book of this kind are presented.

Robinson's Examples.

Arithmetical Examples, Mental and Written; with numerous tables of money, weights, measures, &c., designed for review and test exercises. By D. W. Fish, A. M. Cloth; 232 pages. Price for examination, 25 cents.

This work covers the whole ground of arithmetic and can be used in connection with any series or other text-book on the subject.
Single copies of any of the above, if required for examination with a view of introduction, will be forwarded by mail on receipt of approved price.

IVIMON, BLAKEMAN, TAYLOR & CO., Publishers,
Nos. 126 and 140 Grand street, New York.
No. 272 West Randolph street, Chicago.

The Board of Education of Long Island City will receive proposals for furnishing the Public Schools with the following **TEXT BOOKS** and **SUPPLIES** as per schedule annexed:
Bids addressed to JOHN FAIRBANKS, President of the Board, 115 Fulton street, New York, are solicited from publishers and others interested, and will be received up to the 1st day of March, 1872.

LONG ISLAND CITY, JAN. 22, 1872.

READERS—Edwards' Analytical Series.
SPELLERS—Edwards' Analytical.
ARITHMETIC—Greenleaf's series.
GRAMMAR—Green's Introduction and English Grammar.

GEOGRAPHY—Cornell's Series.
HISTORY U. S.—Anderson's Introductory and Pictorial.
ALGEBRA—Greenleaf's New Elementary.
GEOMETRY—Davies' Legendre.

PAPER—Cap and Note, per ream, best quality.
ENVELOPES—No. 10, per 100, best quality.
BLANK BOOKS—Size of copy-books, paper and flex. covers, per doz.

WRITING BOOKS—Spencerian, per doz.
PENS—Per gross.
PAPER CASES—For copy-books, per doz.

SLATES—3x7, 6x9, 6x10, 7x11, per doz.
BOARD CHALK—Per hundred.
BOARD RUBBER—Chamois skin, per doz.

BLACKBOARDS, MAPS AND CHARTS, etc.
INK—Per gal., best quality.
LEAD PENCILS—Per 100, best quality.

These supplies to be furnished at such times, and in such quantities as the Board may order. The Board reserves the right to reject any and all bids, or to accept any bid in part.

Sealed Proposals will be received by the School Trustees of the Eighteenth Ward at the office of the Clerk of the Department of Public Instruction, corner of Grand and Elm streets, until Tuesday, the 20th day of February, 1872, and until 2 o'clock p. m. on said day, for the erection of a new School-house on the lots known as Nos. 411, 413 and 415 East Sixteenth street, near First Avenue. Plans and specifications can be seen at the office of the Superintendent of Buildings and Repairs, No. 146 Grand street, third floor. Proposals must state the estimate for each item of the work separately, and be inclosed in "Proposal for Mason Work," "Proposal for Carpenter Work," "Proposal for Painting," "Two responsible and approved sureties will be required from each successful bidder. Proposals will not be considered unless sureties are named. The Trustees reserve the right to reject any or all of the proposals offered.

JOHN S. HAYWARD,
CHARLES BOYLE,
FREDERICK HAGEMAYER,
JOHN M. CARROLL,
Board of School Trustees,
Eighteenth Ward.

Dated February 5, 1872.

Post Office Notice.—The Mails for Europe during the week ending Saturday, February 17, 1872, will close at this office on Tuesday at 11 a. m. on Wednesday at 7 1/2 a. m. and on Thursday at 9 a. m.

P. H. JONES, Postmaster.

GENERAL INFORMATION.

WHY EVERY LADY CAN HAVE A SEWING MACHINE.—"I cannot afford to buy a sewing machine" is a very common remark; but we never heard it said, "I do not want one." Those who call at 43 Bleecker street, between Broadway and Bowery, will be furnished by the New York Machine Sewing Company with a first-class sewing machine on monthly installments of from \$5 to \$10 per month, payable in work at home, or in cash payments, or part cash and part work. Cash will be paid to the operator at the end of each month for all money earned above the regular monthly installments. Instructions free.

BEWARE OF COUNTERFEITS.—Use Brumwell's celebrated Cough Drops. The genuine have A. H. B. on each drop. General depot, 410 Grand street, New York.

—Drunkness and opium eating. Dr. Beers, 107 Fourth avenue, New York, has permanent and painless cure for both. Thousands cured. Send stamp for conclusive evidence.

—Maire's Gymnasium, 20 St. Mark's place (Eligth street). Special attention of teachers and scholars is called to physical culture. Terms, three months, \$12. Liberal inducements made to clubs of six or more.

—Dr. Colton originated the laughing gas for painless tooth-extraction, makes the gas fresh every day, and performs just what is promised. Come to headquarters, 19 Cooper Institute.

—The Guardian Mutual Life Insurance Company has just re-insured the risks of the New York State Life Insurance Company of Syracuse. The Guardian is an old and favorite company.

New York School Journal.

Office, 119 Nassau Street.

SUBSCRIPTION, \$2 50 per year, in advance.

GEORGE H. STOUT, Proprietors and
JOHN D. COUGHLIN, Editors.

NEW YORK, FEBRUARY 10, 1872.

For \$2.50 a year paid at this office the JOURNAL will be left at subscribers' residences early every Saturday morning, or it may be bought for five cents per copy at any of the News Stands.

AN ELECTIVE SCHOOL BOARD.

If the charter of the Committee of Seventy should pass the Legislature and receive the Governor's sanction our School Commissioners will hereafter be elected by the people, as in 1866, '67 and '68. Now, will this result in the selection of a better Board than the present one? This is a serious question, and should be weighed carefully by our Legislature before any action is taken in the matter. But the Committee of Seventy say the change will be for the better; and they ought to know, re-echoes some unthinking people who feel grateful to them for the good work they have undoubtedly done in purifying our city departments. Now the Committee ought to know, it is true, for they never should have proposed a change until they had first examined the present Board and its affairs, with a view of discovering wherein improvements might be introduced. They have had the temerity to go into Mr. Connolly's office and overhaul his accounts; and the result not only justified them in the eyes of the people but gives them a weight with the legislature which has never before been possessed by a body of citizens similarly organized. But why did they not pursue a similar course toward the Department of Public Instruction? They had plenty of friends there who would have helped them in their investigations, and nobody knows better than they do that the discovery of anything fraudulent in the books of the Clerk's office would prove one of the strongest arguments they could use in favor of a change. But they also know that a failure to discover anything wrong in the department would end all chances of procuring a change should they afterward conclude to ask for it. Whether this is the consideration which kept them away is best known to themselves. Beside the Committee of Seventy there are a few—a very few we notice—newspapers who believe that it would be an improvement to go back to the old plan of electing School Commissioners by school districts. What faith is to be placed in their statements may be better imagined than described, after a perusal of the following extracts which were taken from the columns of their leader in 1868, when our School Commissioners were elected by school districts, just as they propose to have them elected in the new charter:

"The next item is incidental expenses of the Board of Education, including shop account, \$60,000. What are 'incidental expenses'? It means expenditures for which the items cannot be anticipated, or of which it is not agreeable to furnish a statement; it means simply a general fund to be expended by the clerks and officers of the Board of Education as they think proper 'incidentally.' Among these 'incidental' expenses is what is known as a tea-room; that is to say, the members have a supper or refreshments furnished to them at their meetings, and as they choose to order. This is never returned or charged under the head of tea-room, supper, dinner, or board bill, but is covered up under the head of postage stamps or other 'incidental' expenses. How much of the \$60,000 goes in this way, it is, of course, impossible for us to know."

Here is what another paper said of this model elective Board which, now that it is dead, some people are trying to canonize:

"Who would believe that in this great city, where there is so much learning and public spirit, the Board of Education, consisting of twenty-one persons, is principally composed of liquor and billiard saloon keepers, horse dealers, retailers of articles used in the schools, and of that non-descript class called brokers? Yet this intellectual body exercises supreme control over the public schools of New York, and proposed this year to spend no less a sum than \$3,150,000, or more than double the amount required for the same purpose eight years ago."

Would a Board which spent \$60,000 for a tea-room under the head of "incidentals" and some of whose members were liquor dealers and billiard saloon keepers be an improvement upon the present one? We ask the question of those newspapers who are now favoring a return to an elective

school board as strongly as they denounced it in 1868.

For the information of any one who may wish to go into an examination of the personnel of the Board of Education during those years when its members were elected at the polls, we here publish a list of School Commissioners for the years 1863, 1864, 1865, 1866, 1867 and 1868, some of whom were elected by wards and some by school districts:

PATRICK MAHER,	J. C. BROWN,
JAMES F. HOBAN,	CHAR. PERLEY, JR.,
EDWARD B. HEATH,	THOS. BROWN,
ARTHUR O'DONNELL,	HENRY P. WEST,
JAS. B. DUFFIGNAC,	W. MURRAY,
JOHN HAYES,	S. B. H. VANCE,
JAS. M. TUTTILL,	JAS. L. MILLER,
TIMY BRENNAN,	WM. H. NEILSON,
JAS. W. FARR,	THOS. MCPERDON,
WILSON SMALL,	WILLIAM HITCHMAN,
W. W. ADAMS,	JAS. L. HASTIE,
JOHN F. TURNER,	FRANCIS LIEBER,
S. W. ROOSEVELT,	BENJ. P. FAIRCHILD,
	JAS. M. MCLEAN.

Let him look this list over carefully, and then see if he can select from its twenty-seven Commissioners as many men whom he would be willing to recommend for the office as there are in this list of twelve, which takes in all the present Board, with all its imperfections:

BERNARD SMYTH, NATHANIEL SANDS,
TIMOTHY BRENNAN, MAGNUS GROSS,
SAMUEL A. LEWIS, NATHANIEL JARVIS,
WILLIAM E. DURYEA, LOREN INGEROLL,
WILLIAM WOOD, ISAAC W. ENGLAND,
HOOPER C. VAN ENOCH L. FANCHER,
VORST.

THE GRANTING OF COLLEGE DEGREES.

The College of the City of New York has taken two sensible and forward steps in the matter of granting college degrees.

The following are the resolutions adopted by the Faculty, at a meeting held February 13, 1871:

1. "Resolved, That the Faculty will recommend to the Board of Trustees for the degrees of Master of Arts and Sciences, those graduates of the college of at least three years' standing, who shall have given to the Faculty satisfactory evidence of the successful pursuit of some literary or scientific study.

2. "Resolved, That every applicant for a second degree shall compose an original thesis as an essential condition of obtaining such degree.

"Both the application and the thesis must be submitted to the Faculty on or before the first day of May.

3. "Resolved, That after the commencement next ensuing, the thesis adjudged to be the most meritorious of all presented for the degree of Master of Arts and Sciences, shall be recommended to the Trustees for publication, and that the master's oration be thenceforward omitted."

At a meeting of the Faculty, held January 10, 1872, the following resolutions, explanatory of the above, were unanimously adopted:

"Resolved, That the expression 'satisfactory evidence of the successful pursuit of some literary or scientific study,' in the resolution regarding the degrees of Master of Arts and Master of Sciences, adopted by the Faculty, February 13, 1871, be and hereby is interpreted to mean,

"First. The presentation by the candidate for a degree, either of a diploma, received from some literary or scientific institution, showing that the applicant has pursued a literary or scientific course since the date of his graduation from this college; or of the notes prepared by him while pursuing a literary or scientific course of studies intermediate between the Bachelor's and Master's degree.

"Secondly. The presentation of a thesis upon some literary or scientific subject, together with the statement that the said thesis is the result of a regular course of study, which course must be furnished as a guide to the Faculty."

Advanced as these views are, and highly creditable to the Faculty of the college, they come short of those on the same point advanced by the Right Hon. Robert Lowe in a speech made before the Mechanics' Institute of Halifax, England, on the subject of education. Among other brilliant and suggestive remarks, he gave utterance to the following, which we take from the columns of the *Christian Union*:

Mr. Lowe's suggestions as to higher education are very forcible. His doctrine is summed in the pithy sentence, "What I mean by a university is an examining board." He would have colleges founded anywhere, by anybody, and not in any way supported or controlled by the State. But the power of conferring degrees should be, he thinks, taken away from the colleges entirely, and put into the hands of the university board of examiners. The system of examinations conducted and degrees granted by those who have done the teaching strikes him as "like a man auditing his own accounts." Mr. Lowe charges the examiners with "inconceivable lenity," and pronounces the system as "a great blot" on the English universities. He instances the London University—"an examining body, to which come regularly enormous numbers of fine young men to be plucked"—as an illustration of the

value of severe examinations. Men take the risk of failure to pass the examinations, and come from all parts of the kingdom, including the other universities, to endure the test, because they know that if they pass, they secure a certificate of immense value.

Is there not here a suggestion of considerable value for American colleges? Would it not raise the tone of our scholarship and give entirely new meaning to academic honors, if every college sent up its graduates to pass the impartial, severe, decisive university examination (arranged, in this State, let us say, by the Board of Regents) before receiving a degree? If it is utopian to dream of this, it is at least practicable to adopt two measures looking to the same effect, which we will here mention, but not discuss.

First, let any possessor of an academic degree write after the letters that stand for it in his signature the name or symbol of the college which granted it. The custom, being adopted, those who did not follow it might be suspected of having obtained their titles from obscure or insignificant sources, and the value of such purely alphabetical decorations would naturally go down in the market.

Secondly, let colleges, so long as they have the power of granting degrees at all, grant them to all comers who can pass the necessary examinations. Let them invite students from all quarters to the test. Then let them make the examinations so searching and impartial that the degrees awarded to the successful candidates shall be eagerly sought, as prizes worth having. This would be a benefit to small and young institutions whose reputation is yet to be made. They could say to their students, "We will train you to be able to pass the examination and take the degree of any college in the land. You need not go to Yale or Harvard for four years, if it is inconvenient for you. We will give you thorough instruction here; and Yale and Harvard will recognize our work in you on its merits, not its geographical locality and venerable historic associations."

But it would result that the professors of some celebrated colleges would be overworked. They have trouble and toil enough already in examining their own undergraduates; what might not be their burdens if hundreds, or thousands of students from other colleges came trooping to be examined and to receive, happily, the much desired sheepskin? This complaint would lead to the very reform which is most needed. For, as Mr. Lowe says, professors in colleges ought not to conduct examinations for degrees. They ought to be relieved from the work as an irksome burden; they ought to be deprived of it as a dangerous and demoralizing power. It is fair neither to them nor to the public.

On the other hand, our colleges cannot afford to keep boards of competent examiners outside of their professors; nor is it at all necessary to have as many such boards as there are colleges. A very few would suffice for the whole country; and to these all colleges could send their young men for examination. This would put competition among the colleges on exactly the proper ground—namely, that of the relative quality of their work, as shown by its results in the scholarship of their students.

A MAN WITH A SOLE.

Out West school superintendents are required to give a report of their public doings much oftener than they are here, and as a result of this plan a superintendent now and then finds himself short of the necessary facts whereon to build such a formidable document. This necessitates his drawing upon his imagination—a bank which as frequently protests his notes as those of other people. As an illustration of this and of the folly that requires a school superintendent to convert himself into that biggest of all modern nuisances, a gossiping newspaper reporter, we here publish *verbatim et literatim* an "official" report, which we copy from the *Indiana School Journal*:

OFFICIAL VISIT TO ALLEN COUNTY.

On Friday, the 15th of December, I paid an official visit to Allen County. The County Institute was in session; Mr. J. H. Smart, S. E., Superintendent City Schools, and member of the State Board of Education, was presiding at the sessions of the Institute. There were present about one hundred and seventy teachers. Some fine lessons in primary teaching were given by one of the lady city teachers. A lesson in English Grammar of a high order was also given by another lady. One of the Professors from the college gave two good lessons on the best method of teaching percentages. Here I had the pleasure of meeting the indefatigable Daniel Hough, well known in educational circles as an experienced and successful educator. He talks good sense all the time, on all subjects connected with schools. Ex. Smart throws his whole sole into the work. He is determined that old Allen shall stand in the front rank.

The city of Fort Wayne enumerates eight thousand two hundred and thirty-nine children. She educates at her public schools two thousand six hundred and forty. This is accounted for by the fact that her population is largely Catholic and educate at their own church schools. On the morning of the 16th I had a very pleasant talk with a few of the trustees from the city and county. They are sensible, safe, prudent men, disposed to do everything in their power to promote these

schools. Success to all the school officers and teachers of Allen County!

M. B. HOPKINS,
Superintendent of Public Instruction.
From this report one thing is evident—that Mr. Smart has a habit of throwing his whole sole, heel and all, into his work, and that the author meant to say so, or that Superintendent Hopkins has put his foot in it.

COMMISSIONER ENGLAND introduced some spice into the last meeting of the Board of Public Instruction, by submitting a communication from a lady teacher of the Seventeenth Ward, protesting against the action of the Trustees in transferring her from her position. According to custom, the President announced the reception of the communication, and was about to pass it over to the proper committee, when Commissioner England asked that it be read by the clerk, thus shutting out all chances of its falling into oblivion, and precipitating upon the Board one of the spiciest documents that has been read within its halls in some time. The reading was done to perfection by Mr. Kiernan, who possesses elocutionary powers of a high order, and every word was listened to by the Commissioners, who could hardly repress a smile at some of its satirical strictures upon the School Trustees of the Seventeenth Ward.

At the last meeting of the Board of Public Instruction a resolution was passed authorizing the Trustee Boards to select a school principal for their clerk and to pay the same for his services. Now, we can readily understand that the clerk of a Trustee Board ought to be paid for his services; but why must he be a principal, or a teacher even? Wouldn't some citizen not otherwise connected with our schools, yet anxious to see his name figuring in the school directory as "clerk," do just as well? Suppose a principal, while acting as clerk, is called upon to read a long document charging him with numerous offenses committed while in the school-room, would he not wish that he were either not a clerk, or, being one, that he were not a principal?

The following item is copied from Friday's issue of a daily paper published in this city:

At a meeting of the Board of Education, yesterday, at reports submitted by the Finance Committee were adopted, providing for money required for the use of the department from January 1 to April 30, the amount being \$845,367.

After this who will doubt the necessity for a school journal, even if it had nothing else to do than to defend the Department of Public Instruction and the teachers from such unmitigated nonsense as the above.

NEVADA pays a higher salary to teachers than any other State or Territory in the Union. On an average, males receive one hundred and eighteen dollars and seventy-five cents, in coin, per month; and females receive ninety-two dollars and sixteen cents. North Carolina pays teachers the lowest salary. The average for males is twenty dollars and fifty cents, and for females eighteen dollars and fifty cents.

THE Principals of the Grammar Schools in Brooklyn have petitioned the Board of Education for an increase of salary. And so the cry goes up all over the land.

Tox Populi.

PRACTICAL ECONOMY.

MR. EDITOR: While every interested citizen is willing to give due credit to all the members of the present Board of Public Instruction for strict economy in all the affairs regulating the management of our public schools, yet few are aware of the able and efficient manner by which such large sums of money are saved by the officers and committees of the Board. Some of the "curtailments" are so admirable and efficacious that they deserve publicity, and ought to be adopted by other boards and corporations. For the present one will suffice. Every one interested in the duties pertaining to school boards is aware that the proper keeping of records, minutes, etc., pertaining to the management of the schools by local trustees is a duty of real anxiety, and one requiring considerable time, knowledge and ability. In most of the wards the gentlemen occupying the honorable position of trustees are men of extensive business and little leisure, having no time to spare for the clerical duties that must be attended to promptly and regularly. Considering this to be a case requiring "outside help," the former Board of Education, numbering among its members Judge

Larremore, W. H. Nelson, Richard Warren, Samuel B. H. Vance, Horatio P. Allen, James W. Farr, Peter H. Jackson, Wilson, Small and other well-known gentlemen, passed the following by-law, found in the manuals of 1868 and 1869: "Each Board of Trustees may appoint any person as a clerk, and if such clerk is not a member of the Board he may be paid for his services, as a part of the general expenses of the schools in the ward, at a yearly rate not exceeding a sum equal to six (four in 1868) cents for each unit of the total average attendance of the schools in the ward." Under this law nearly every Board of Trustees in the several wards of the city appointed a principal or vice-principal as clerk, and intrusted to him the clerical labors devolving upon every board of officers having charge of the public schools in the city. The sum of money necessary to pay this body of clerks was a trifle more than half the salary of the Chief Clerk of the Board of Education. Under the close scrutiny of the new members of the Department of Public Instruction—several of whom labor for very small salaries in the departments outside of the School Commission—it was deemed excessive and extravagant, and the following by-law was adopted, to take effect January 1, 1870:

Manual 1870, p. 99, section 67: "Each Board of Trustees shall appoint a male principal or vice-principal in their respective wards as a clerk, but no compensation shall be allowed for such service."

This prompt and decisive manner of settling the whole matter was met by respectful objections from the Ward Trustees. Even the more experienced officers of the Board of Education spoke of the matter as entirely wrong, and not at all just. An officer of the present Department of Public Instruction said he would not perform the clerical work for certain wards for five hundred dollars a year. A petition from the chairmen of a majority of the Boards of Trustees, asking for the restoration of the old by-law, was quietly shelved by one of the committees of the Department, and now, at the end of the second year of "no pay," all requests of clerks, trustees and inspectors are met with the very conclusive remark: "It is contrary to by-law to pay anything; but the work must be done." Cannot this excellent and expeditious method of securing efficient clerical assistants be carried into all branches of the Department of Public Instruction, as well as into other branches of the city government, where the salaries amount to a sum less than is paid for ordinary labor requiring no experience or years of preparation, and thus save money?

A TRUSTEE CLERK.

IS CORPORAL PUNISHMENT ABOLISHED?

The present Board of Education have done some good things. They have stopped that enormous waste of text-books which has been such a fine thing for the publishers and such a bad thing for the taxpayers. They have curtailed that system of sponging by teachers feigning sickness, whereby the public treasury was much depleted and the schools irreparably injured. But in prohibiting corporal punishment under any circumstances they made a miserable mistake. Some of them have had the manliness to acknowledge their error, but the majority are still unwilling to make the *amende honorable* and change the law.

I am no advocate for indiscriminate whipping. Where there is much whipping there is something wrong. Not one boy in one hundred ever needs to be whipped. But the failure to punish that one boy properly at the right time may demoralize your whole school. Every experienced teacher knows this. If boys know that you will whip in case of emergency, they will seldom push you to that extremity. A teacher in this city, prior to the abolishment of corporal punishment in our public schools, had to have only one boy whipped in five years. He had a large class of difficult boys to govern, and his order was always excellent. Since whipping under any circumstances was forbidden by law, idleness and inattention, impertinence and insubordination, and the whole catalogue of juvenile peccadilloes have increased in a geometrical ratio. I mean where the law is conscientiously kept. But there is ten times as much corporal punishment as ever. Formerly only the principal could punish after due investigation. Now, in some of the departments at least, the teachers cuff indiscriminately. They cuff deliberately, frequently and sometimes brutally, and the principal and school officers not only wink at it but give it a sort of quasi encouragement. This is all wrong. The best way to get a bad law abolished is to enforce it. If the present law was strictly enforced many schools would be demoralized in less than six weeks. As it is now an honest teacher who does not want to set his boys an example of willful law-breaking stands no chance by the side of one who cuffs for every little offense.

The latter can get "excellent" in order much easier than the former can obtain "good." Perhaps it will be maintained that boxing a boy's ears is not corporal punishment. I should not want any more efficient mode of punishment. It is so convenient and effective; but then it is unphysiological and illegal, and there should be no excuse for it. Let the law be put back where it was. It was sufficiently restricted before. As it is now it justifies teachers in being law-breakers, and constrains principals to sign monthly reports solemnly affirming that no laws have been broken, when they know better.

Perhaps in the up-town schools, where they have excessive numbers and dismiss boys for trivial offenses, they can get along without it; but in the down-town schools, where boys need a kind, yet firm discipline, corporal punishment, in extreme cases is absolutely indispensable.

A LAW-ABIDING TEACHER.

MR. EDITOR: "Oregon signifies wild majormor; Idaho, the gem of the mountains; Utah, a hut; Nevada, snowy. Now who can give the correct origin and meaning of the words California and Arizona?" The above I cut from your last paper (Feb. 3). Are you quite sure that Oregon means "wild majormor"?

Greenhow, in his history of Oregon (p. 145), says: "As to the name Oregon, or the authority for its use, the traveler (Carver) is silent; and nothing has been learned from any other source, though much labor has been expended in attempts to discover its meaning and derivation. It was most probably invented by Carver." See, also Duffot de Mofras (vol. ii, p. 93).

Now as to the meaning of the word California: The word itself is derived from the word *calif* (or *caliph*), a title given to the successors of Mohammed. The word California was made or invented by the author of a Spanish novel published in 1510, and applied to an imaginary island.

Very respectfully,
FR. WALTZ, P. S. No. 42.

News from the Schools.

JUNIOR EXHIBITION.—The Junior Exhibition of the Class of '73 of the College of the City of New York took place in Steinway Hall on Friday evening, before a very large and highly intellectual audience. We give the order of exercises, and our next number will contain a full report:

ORDER OF EXERCISES.
Music—Overture, "Dieu et la Bayadère".....Amber
Music—"Dinorah".....Meyerbeer
1. American Women.....Ch. P. Fagnani
2. The Elvial Flute.....Eugene Jones
3. "The Waltz," "1001 Nights".....Strauss
4. "Dy, he 'umble".....Benno Lewinson
5. True Genius.....Abraham Solomon
Music—"Fruchlings-Lied".....Mendelssohn
6. The Fate of Maximilian.....W. Sylvester Church
7. "Good Will toward Men".....Charles W. Fisher
Music—"Grand Selection," "Ernani".....Verdi
8. Truth.....William R. Waters
9. Triumph.....Henry S. Tide
Music—"Guadrille," "Les Brigands".....Offenbach
10. The Man Inferred.....Coleridge A. Hart
11. American Oration.....Fred. A. Lyons
Music—Gallop, "Taubenpost".....Herrmann

NORMAL COLLEGE.—The semi-annual examination of the students of the Normal College was begun on Wednesday, Jan. 24, and continued for a week, ending on Friday, the 29th of February. The examination covered all the studies pursued during the past term, and was for the purpose of testing the ability of the students and to show the work accomplished by them. The result was most satisfactory than that of any of the previous examinations, although the test was much more rigid, and gave evidence of better work. No students have been admitted to the college since last June, and the next examination for admission will not take place until the coming month of June. The higher standard of studies for the Grammar Schools will bring a higher grade of scholars to the college, which will add materially to its progress.

President Hunter conducted the examination in methods of teaching, a subject which he regards with particular attention. In Latin and literature the examination was under the supervision of Prof. Dundon. Prof. Sillett examined the students in philosophy and chemistry; Prof. Schlegel in French and German; Prof. Redfield in natural sciences. The examination in drawing was conducted by Miss Covell; and in music by Mr. Mangold.

The total number of students who received seventy-five per cent. and over, the per cent. required to pass, is 440. All the students whose marks have fallen below this standard will remain in the same grade, while the others will pursue a higher course.

The following are the names of the students in each class who have received ninety per cent. and more in the examination:

A3. Sarah Speyer.....92	CS. Aug. E. Gallagher.....91
A5. Addie Z. Goffo.....90	Grace Whitlock.....91
Anna Banta.....92	Grace Oberdorfer.....91
Julia Richards.....91	Frederic E. Boyl.....90
Ella G. Shorey.....91	Rebecca Dougherty.....90
Ella Demarest.....90	C4. Annie Graham.....90
Ida Bond.....90	Kate Hunter.....95
B1. Maria Kierman.....91	Carrie Moore.....90
Ida Bond.....90	Kate Hunter.....95
B2. Edith G. Bowers.....92	Louisa Probst.....95
Mary R. Davis.....92	Mary McKenna.....93
Julia Gerachy.....91	Van Benren.....92
Estelle Wilbur.....91	Mary McDarry.....91
B3. Clara Colford.....90	Lizzie A. McCarty.....91
Carrie Murray.....90	Minnie Graham.....90
Julia Griebel.....91	Annie Turner.....95
Leola Koller.....91	Emma Cahn.....94
Mary Hamilton.....92	Jennie McMaine.....92
B5. H. McDonough.....91	Julia Gregory.....92
Lizzie A. Murphy.....94	Addie Donington.....93
Annie Baker.....90	Ida L. Pollock.....91
B6. Meta S. Schaaf.....94	Mary J. Swan.....91
Maggie E. Dixon.....91	Eveline Nungesser.....90
Julia Clements.....90	D1. Mary Wright.....92
Sarah Werner.....95	Hattie Keeler.....92
Lizzie A. Hare.....94	Allie Valentine.....92
Mary E. Gay.....91	Abbie Perry.....91
Annie L. Kutsche.....91	Lizzie Westbrock.....91
Emma F. Hall.....92	Lulu Tait.....91
C3. Annie M. Dalton.....90	Addie Haydock.....91
Julia Haselt.....91	Rebecca Woglom.....90
Mary E. Rorer.....91	Gertrude Nier.....91
C3. Carrie E. Jackson.....90	Hattie Cudlipp.....92
Alice Neustadt.....90	Fannie Robinson.....92

GRAMMAR SCHOOL No. 4.—The chapel of the male department of Grammar School No. 4, in Rivington street, was the scene of an interesting event on last Thursday morning. The occasion was the presenting of the semi-annual certificates to the deserving pupils of the school, and it brought together a large assemblage of friends to witness the success of their favorites. The trustees and other school officers were

present and occupied seats on the platform. The exercises were exceedingly interesting, and besides the remarks of the speakers, there were exercises in reading and singing in German by the classes, conducted by Superintendent Kiddle, Dr. Metcalf. Readings in German text books were given by Peter Relyea, Esq.

INVESTIGATING A SCHOOL TEACHER'S CHARACTER.—The School Trustees of the Tenth Ward preferred charges before a committee of Commissioners of the Department of Public Instruction, consisting of Commissioners Gross, Samuel A. Lewis and William E. Duryea, against Alexander Moorehouse, Principal of Primary Ward Moorehouse, No. 20, of the Tenth Ward. The charges are that Mr. Moorehouse was addicted to intemperate habits, was a man of uncertain financial reliability, was a constant visitor of public houses, and that he was inattentive to his school duties and a disgrace to his profession. A number of the teachers, male and female, were called as witnesses to establish the charges, but, with one single exception, they testified that they regarded him as a good, honest man, and none of them ever saw him intoxicated in school.

The examination was adjourned until next Tuesday.

MEETING OF VICE-PRINCIPALS.—A large meeting of the Vice-Principals of our Public Schools was held last Thursday afternoon in the school-house on Grand street, between Greene and Wooster. The subject of salaries was taken up, and after a brief discussion the meeting adjourned until next Thursday, when business of importance will be transacted.

The Ninth Class Association of Old Public School No. 3 held their annual meeting on Tuesday evening, January 30, and at the close of the genial reunion elected the following officers for the year 1872: President, Benj. D. L. Southerland; Vice-President, Alexander L. McDonald; Treasurer, Josiah H. Zabriskie; Recording Secretary, Joseph W. Deacon; Corresponding Secretary, Eugene A. Houston.

Publications of Charles Scribner & Co., authorized for use and included in list of supplies for the Public Schools of the city of New York, during the year 1872, by the Board of Education: Geographies—Guyot's Introduction, Elementary, Intermediate, Common-School, Map-Drawing Cards, Physical. These geographies are used in seven-tenths of the departments of the public schools of New York city. Guyot's Wall-Maps—Large Series—United States, North America, South America, the World, Met. Proj., Europe, Asia, Africa, Central Europe, Oceania. Any map of this series sold separately. Intermediate Series—somewhat less in size, but correspond in other respects with the large series—United States, North America, South America, Europe, Asia, Africa, Oceania, the Hemispheres. Any map of this series sold separately. Primary Series—Not mounted. Put up in neat portfolio cases. Not sold separately. Classical Series—The Roman Empire, Ancient Greece, including the Ancient City of Athens, Italy, including Map of Ancient Rome. Either map sold separately. Arithmetics—Felter's First Lessons, Primary, Intermediate, Grammar-School, Intellectual, Practical. Physical Science—Cooley's Elementary Philosophy, Chemistry—Cooley's Text-Book of Chemistry, Hand-Book of Easy Experiments. Object Lessons—Sheldon's Object Reading Charts, First Reading Book, Elementary Instruction, Lessons on Objects. Natural History—Tenney's Natural History of Animals, Manual of Zoology, Natural History Tableta, Harper's Practical Composition. Day's American Speller, Day's Young Composer, Day's Art of English Composition, Day's Art of Discourse, Day's Elements of Logic, Day's Introduction to English Literature. Perce's magnetic globes—five inches diameter, plain stand; five inches diameter, semi-meridian; seven inches diameter, plain stand; seven inches diameter, semi-meridian; seven inches diameter, full meridian; twelve inches diameter, plain stand; twelve inches diameter, semi-meridian; twelve inches diameter, full meridian; twelve inches diameter, high stand. Vere Foster's Series of Drawing Books, Vere Foster's Series of Penmanship. Works of reference—J. H. McIlwaine's Elocution, Porter's Elements of Intellectual Science, Perry's Elements of Political Economy, Bowen's American Political Economy, Woolsey's International Law, The Federalist, Lord's Ancient History. Philology—Whitney's Language and the Study of Language, Marsh's Lectures on the English Language. Illustrated Library of Wonders—Wonders of Optics, The Sun, Wonders of Heat, Wonders of Italian Art, Wonders of Architecture, Wonders of Glass-making, Wonders of Engraving, Wonders of the Human Body, The Sublime in Nature, Intelligence of Animals, Arms and Armor, Bodily Strength and Skill, Balloon Ascents, Wonders of Electricity, Wonders of Acoustics, Wonders of the Heavens, Lighthouses and Lightships, Wonders of Pompeii, Egypt 3300 Years Ago, Thunder and Lightning, Bottom of the Sea, Meteors, Wonderful Escapes, Great Hunts, Wonders of Vegetation, Wonders of Water, Mountain Adventures, Wonders of Engraving. Japan—the initial volume of the Illustrated Library of Travel, Exploration and Adventure. Pouchet's Universe. Wood's Insects at Home.

There is a lady's ear-ring hanging on the bulletin-board in the clerk's office of the Board of Education. The owner can have it on application at the office. We examined the ornament critically but could not determine whether it belonged to a Principal or subordinate teacher of a Grammar Department, or a Primary School teacher. We think we are safe, however, in saying that the owner of it is the recipient of a small salary—smaller than it ought to be, and we hope that she will, therefore, see this notice and not be put to the expense of purchasing a new pair.

Grammar School No. 83, in Thirty-fifth street, is a model of excellence. Mr. T. Dwight Martin is one of the live Principals of this city, and well deserves his success.

BROOKLYN.—The Mayor of Brooklyn has appointed the following members of the Board of Education: Demas Barnes, Asa B. Richardson, George G. Bennett, William M. Cole, J. J. Fitz Gibbons, James W. Riggs, Felix Campbell, William E. Sprague, Thos. W. Field, John Williams, Levi B. Faron, John Y. Cuyler, John F. Hennessy, William Martin, and M. C. Riggs in place of E. B. Moore, resigned.

COLLEGE NOTES.

—In reply to a letter from Gen. Webb, President of the College of the City of New York, a letter has been received from D. W. Flieger, Captain of Ordnance, U. S. A., at Rock Island (Ill.) Arsenal, announcing the transmission of a box of samples of materials used in the construction of the arsenal, with a manuscript report describing the same, the manner in which they are used, the places where they are obtained and such other information as may be required by the Seniors in their course of Civil Engineering.

—Prof. Compton leaves for Cuba this week. During his absence Messrs. Lydecker and Dougherty will take charge of his department.

—The Clionian Society and Class of '73 meet Friday, Feb. 16, for the election of officers; the latter at 1:30, the former at 7:30 P. M.

The Library.

A new system of measures, weights and money, entitled the LINN-BASE DECIMAL SYSTEM, and designed for the adoption of all civilized nations. By W. Wilberforce Mann, New York: University Publishing Company, 1871.

To say of this that what is valuable is old, and what is new is valueless, may be flippant, but it is true. New systems of measures and weights are often pressed. A distinguished English astronomer has suggested recently a more exact base for a system than the French, which, curiously enough, Mr. Mann seems to know nothing about. But passing by that, this system is but a re-naming of the French system, and the improvement is hardly perceptible. On the other hand, after carrying out the naming of the amounts from the linear base in lines and surfaces he utterly neglects it in the solids and weights, thus a duaw is 100 aw, a tetraw is 10,000 aw, but a duawoll is 100 instead of 1,000, and a tetrawoll is 10,000 in place of a million, and so on in weights. It seems that the author's knowledge of mathematics extended only to the second and not to the third power of quantities. As for his talk of logarithms it is simple bosh, showing that he knows nothing of their use—nothing, in fact, but the ordinary expedients of an expert arithmetician.

This may seem like breaking a fly on a wheel, but some impatience should be permitted against mere theorists whose nonsense is used as an argument against the really important work of establishing a general decimal system.

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Why did you leave me, Asthore Machree?
You were life, you were light, you were all to me;
Oh, our hearts are sad and our cot is lone,
For we miss your face by the old hearth stone.

We cannot laugh, for we do not hear
Your merry laugh, love, so soft and clear;
We never dance as we danced of yore,
When your little feet beat the cabin floor.

But we gather round the fire at night,
And the white walls gleam in the ruddy light;
There we see your cloak and your little chair—
But oh, my darling, you are not there!

Your prayer-book is faded, old and brown—
Here and there, as you left them, the leaves turned
down;
And oh, my darling, I even trace
Your finger-marks in some well-worn place.

Then each faded leaf I fondly kiss;
Oh, no relic of old is so dear as this!
And I weep, my darling, when none are near,
O'er the little fingers that rested here.

My gentle Eily, you came to me
In the cold, dark hour of adversity;
We were very poor, but a jewel rare
Shone on our hearts, love, when you were there.

Dearer you grew to our hearts each day—
Every cold, harsh thought, love, you smiled away;
And each want in our love we soon forgot,
For you brought content to our humble cot.

Light was my heart as I toiled away;
For I thought of you as I tossed the hay;
And the fairest blossom that round me grew,
My own little darling, I kept for you.

Elthilly I sang when my toll was o'er,
As I sauntered on to your cabin door;
For I saw in the shade of the old sanctree
Your smiling face looking out for me.

Ah, me! how your sweet blue eyes would shine
As I climbed the hill with your hand in mine;
But you talked so wise that you made me start
And clasp you close to my trembling heart.

The golden autumn glided past,
And the dreared winter came on at last;
While smaller each day grew our little store,
Till the last had gone and we had no more.

Hunger, my darling, is hard to bear;
Still without murmur you bore your share;
Like a patient spirit you hovered near,
In want and in sorrow our hearts to cheer.

Katey and Mary would cry for bread,
But you laughed and danced, love, and sang in-
stead;
Oh, dear little heart! you were kind and brave;
You knew there was none, so you did not crave.

You sang when your voice was faint and weak,
When the bloom had flown from your fair, round
cheek;
In your tiny breast gnawed the hunger pain,
But your lips, my darling, would not complain.

Oh, 'twas sweet to feel your soft arms twine,
And your warm young hands pressing close to mine.
'Are you hungry, love?' I would whisper low;
But you shook your head and you answered 'No.'

My darling, I saw you fade away;
Like the last soft glance of the closing day;
As the dying note of some magic strain
That charms the heart, then is hushed again.

The shadows of death, love, dimmed your eyes,
As the dark clouds pass o'er the sunny skies;
And the drooping lids o'er those sweet eyes fell
At the last soft stroke of the vesper bell.

A little sigh—it was all I heard—
Like the fluttering wing of a captive bird;
And a sobbing voice from the bed below,
Saying, 'Father, father, is Eily dead?'

THE CURRENT STREET BALLADS OF IRELAND.

BY WILLIAM BARRY.

Among the series of ballads composed by Mr. Thackeray, the reader may recollect the Molony division, supposed to be the contributions of an Irish minstrel who had a trick of putting his social, political and sentimental views into verses of a very quaint and original pattern. Maginn, Father Prout and Lover had indeed previously discovered the humorous value of the notion which consisted in nothing more than giving a certain artistic expression to forms of lyrical doggerel which were extremely popular in Ireland. It is curious enough that the taste for these odd effusions still survives among a people who are becoming thoroughly Anglicized in most of their habits and customs. The faibles have gone from the land, the Holy Wells are neglected, the cry of the Banshee is never heard, the wakes are decorous, the Chinacans have abandoned the hills, the waters of Killarney are deserted by the equestrian spectre of O'Donoghue, but the ballad—the Molony ballad—flourishes as briskly as ever. At the race-courses, fairs and regattas, the ballad minstrel is certain of bringing about him or her a large audience, and may be seen disposing of the wares in thick shaves at the close of each ditty. The peasant, when coming to the market towns for small purchases, invariably bring back in a basket or wallet the newest ballad; and in the cabins, and even farmhouses, a few of the broadsheets will be found pasted on the walls under the colored effigy of a saint performing a miracle, or of Napoleon prancing over the peaks of the Alps on a steed. It should be noted that the Irish street ballad has nothing but its bad type and paper in common with the Catnach doggerel sung by the bawling vagabonds who hawk gallews and gutter literature about London. It is rarely indeed coarse; it is never consciously blasphemous. The ruffians in college gowns who here attend park meetings, chanting a mock litany and mock hymns, would be stripped of their trappings, and probably put under a pump, by an Irish mob, before they had well roared through the introduction of their entertainment. The audience of the Irish ballad monger and singer never relish an indecent or irreverent allusion. They enjoy fun, pathos, and an odd kind of gentility—yes, gentility is the word—in the verses. The ballads are thickly ornamented with big words thrown into them, for the sake of

display rather than of sense. They have an air of ragged, boastful scholarship, that is quite indescribable. References to classic deities and names are abundant; and Virgil, Ovid and Homer are alluded to in a tone of confident acquaintance with these writers. The fact is, that most of the older ballads were manufactured by the hedge-schoolmasters and by the poor scholars, as they were called. The hedge-schoolmaster was not unfrequently an aspirant for admission to Maynooth, who underwent a severe course of self preparation by acquiring some knowledge of Latin and Greek. Having failed in his main enterprise, having discovered that he had no "vocation," the rejected or disappointed candidate for the priesthood, unfit for field labor, and too old to learn a trade, possessing pedantic pride in his learning, such as it was, usually set up as a teacher of the rustics, and as the local bard and poet of his parish. To him we are probably indebted for the mythological machinery of the ballad.—*Macmillan's Magazine.*

SOCIAL ORGAN-GRINDERS.

It is not necessary that every organ-grinder should possess a wooden box, with a bellows and other apparatus inside. The members of the tongue organ-grinding fraternity are of two classes—the social grinder and the public grinder. The social grinders confine themselves to the circle which is blessed with them for its members, and they are, of course, of various kinds. Some are politicians, some philanthropists, some laughing philosophers, and some weeping philosophers. Brown is a social grinder of the weeping-philosopher species. "I tell you, sir,"—the handle begins to turn—"England is going downhill; her commerce is deteriorating; her army and navy are in a state of inefficiency; and church and state are going to the dogs together." That is the tune, and the variations come in here and there. This is about the least endurable species of grinder; he is perfectly contented to point out everything that is wrong, without attempting to find a remedy for it. We are most of us acquainted with one or two political grinders, and we also know some of the tunes played on them—such as "Vote by Ballot" and "Compulsory Education." Alas! we pity him who knows the tune of "Woman's Rights," played by a female performer. The philanthropic organ-grinder is perhaps as easy to deal with as any; he always has some case in hand requiring charitable aid, and we can, if we are so disposed, give him something to move on to next door. But if we are not willing to purchase peace in this way, we have to endure his music. It is very seldom that it will answer to metaphorically slam the door in his face—he is not to be daunted.

The scientific grinder is much dreaded; he plays away for the hour together, and his friends look at one another in hopeless silence, but as silence is all he wants he is perfectly satisfied. If you should give him a copper, in the shape of an approving "Oh!" or "Ah!" the only change he makes is to direct his melody to you in particular for the next few minutes, during which time you have to look as if you perfectly understood the theory of atoms, and had formed some definite idea with regard to the probable inhabitants of the moon, feeling hypocritical and knowing that your friends see through you. From some scientific grinders it is impossible to obtain the shortest respite; even at meals they will insist upon reducing the various articles of food to their lowest denomination, by telling us what proportion of this is starch, or how much of this is gluten, till we almost begin to doubt whether solid bread and butter are not mere optical delusions after all.

Then there is the anecdotal grinder; something is always occurring to remind him of one of his anecdotes, and once let him obtain the cue from some unlucky remark, and he grinds forth his anecdotes by the dozen. In the course of conversation, a gentleman happens to mention that he was fishing last month; this is enough; and before the first speaker has had time to give an account of his tour, there is a preparatory cough from our friend of the anecdotes and he proceeds: "Ah, that reminds me of the time when I and two or three friends went down to Greenwich to taste the white-bait." He then goes on to enlarge on his personal experience of the prime-minister; in the midst of which history he is perhaps reminded of some other anecdote, equally interesting, which he faithfully recounts, after which he proceeds with the original story. It is amusing to observe those who are acquainted with the propensity of this gentleman, when they have unfortunately let slip a leading remark, and they hear the preparatory cough—that is the knell of doom to a look of silent anguish passes across their face, which is gradually replaced by an expression of calm resignation, and they are then prepared for the infliction. The remedy for this description of organ-grinding can only be practiced when the audience thoroughly know the habits of the performer: the course to be taken is, the moment the cough is heard, for all to be taken suddenly deaf, and to talk together in loud tones, mingled with laughter, on the first topic that presents itself. This may nip the story in the bud. If, however, the grinder is of the most determined class, it is well to give in at once, for tell his anecdote he will, if he waits the whole evening for it, besides which, it is not for all to suffer together than to allow one luckless individual to be taken by the button-hole on the first opportunity, and

receive the whole narration alone and unsupported.

To the punning grinder we must own to having a particular aversion. Puns at their right time, when they really are puns, we can laugh at heartily; but this specimen of the grinder, as his nature is, seems to spend an existence making what he calls puns. If he is a comparative stranger, and you wish to treat him with ordinary respect, the case is a most painful one. He perhaps makes a pun, to appreciate which, it is necessary to ignore an *à*, pronounce a *u* like a *e*, and drop a final *g*. Now, under these circumstances, it is perfectly impossible to laugh, so all you can do is to make a sort of gurgle at the bottom of the throat, and pass a spasm across the face. This the miserable man mistakes for a laugh, and goes on rejoicing with his gridding.

There is another form of organ-grinding which consists, not in public speaking, but in public writing. One of the brotherhood sees a letter in the newspaper from another of the same class, stating that Methuselah Jones, just deceased, had attained the almost unprecedented age of 104 years. Our correspondent immediately takes up the challenge, and writes to say, either that he knows of a case in which the deceased attained the age of 104, or else he calls upon the first writer to prove his statement. In either case a lengthened paper-war ensues, and we are compelled day after day to see A B's reply to C D, and then C D's retort to A B; and so on until the editor sees fit to consider that "this correspondence had better cease." No one cares one atom about Methuselah Jones except A B and C D, and they would be much better without him, for their rage at each other's replies every morning is so great that appetite for breakfast is out of the question, and good Mrs. A B gets snubbed, and the little C D's scolded.

The other public grinders consist of those tedious individuals who, having a pet idea of their own, make use of the pulpit, the platform and the press to bring that idea unceasingly before their fellow-creatures.

EFFECT OF UNIVERSAL EDUCATION.

Every improvement in this world brings changes with it which are not all good. We cannot gain a great benefit without the set-off of minor drawbacks; and some such drawbacks may be foreseen as a consequence of the present effort to provide universal education. It is a very good thing that everybody should be able to read and write fluently, and we have no right to grudge to others accomplishments without which we should not feel ourselves to be in the full possession of our senses. Nor are we at present concerned with the apprehension that all people may not make the best use of the gift now pressed upon them. As members of a civilized community they are entitled to claim it as a birthright. Our fears are of a less solemn cast. We are thinking of the change which will inevitably be produced by the influence of book-learning on the vernacular of the laboring classes. Hitherto, though the children go to school, their learning, in country places at any rate, scarcely intrudes itself on their home life. They learn and they forget, and express themselves very much as though they had never opened a book. But the teaching of the future is to be more thorough, and is to leave its mark. Children are not only to learn to read, but to read as a consequence of having learned. With this acquisition of power must inevitably spring up an ambition to improve upon the old modes of speech; and the obvious method of doing this will be to adopt the language of books, the books that please an uncultivated taste, in familiar talk. The intercourse of different classes has hitherto been carried on in what may be regarded as different tongues; and where one side has to force its meaning into a narrow and rude vocabulary, this difference is very marked and very shocking to sensitive people. The present plans of education, in so far as they are effectual, must strike a death-blow at the current speech of multitudes. The child will be taught to talk differently from his parents, and will probably be ashamed of broad provincialisms which, because of their rough force, will stick to his memory like burrs. The world will be a gain to no doubt, but something will be lost of homely force and humor.

It is not supercilious patronage that makes us value the artless language of the poor; we should, in fact, all be losers if the uneducated classes gave up the habit of striving to express what they mean in their own way. We thus realize what they tell us, the impressions they wish to convey, the views of life which influence them, more vividly than if they aspired to greater grammatical correctness. There is something of the freshness and suggestiveness of a foreign tongue, not only in provincial dialects, but in unfamiliar idioms. Rich and poor cannot converse together without ideas being imparted on either side when to neither is the vehicle of communication stale or hackneyed. So long as there are ranks and degrees of language and manner will show them. There can be no doubt that a corrected phraseology is a step toward social equality; but before all people speak a common tongue at once easy and correct, we shall have a widespread use of second-hand language borrowed from books and newspapers, which is of all modes of speech the most frigid and repellent. School books and school training by themselves, when taken as guides, encourage a formality of expression which really keeps people apart more effectively than mere class distinctions. When each speaks in the idiom of his social life, inequalities may be forgotten;

but when a man uses only book words, a sense of estrangement is inevitable in the hearer. How irksome is social intercourse with a man or woman who discards the colloquial word for the provincial newspaper substitute—a practice which at present is confined to the people who make a great display of looking down on ignorance and low life, and who are always proving their superiority over the vulgar by using words which they have picked up without being able to assimilate them. Who can enjoy a chat with a man who always talks of women as *females*, and of a man as an *individual*; with whom things are never like, but *similar*; who never begins a thing, but always *commences* it; who does not choose, but *elects*; who does not help, but *faci states*; who does not supply, but *caters*—nor buy, but always *purchases*; who calls a beggar a *mendicant*; with whom a servant is always a *domestic*, when he is not a *menial*; who does not say a thing, but *states* it, and does not end, but *terminates* it; who calls a house a *residence*, in which he does not live, but *reside*; with whom a place is a *locality*, and things do not happen, but *transpire*; with whom a murder is always a *tragedy*, and shocking things are *terrible* to relate. It will be a day of bad omen for the harmonizing of class interests and feelings when this affectation of choice diction descends from the middle class to artisans and laborers. And yet it seems in the nature of things that this must happen; and hence the rudeness, roughness and quaintness of the rustic dialect which still lingers in our ears acquire a new charm, because they are invested with the pathos of things which are passing away and are not to be recalled.

Now, of course, we ought not to wish mere barbarisms to be preserved; cultivation demands their extinction. But whenever people speak naturally, we take in the idea intended to be conveyed; where they do not, something is lost or superadded. The little girl working in the brick-field who told the commissioners, "We swills the spottles off us faces before we has us dinners," made them understand exactly the degree of cleansing she went through. If the time ever comes when she will say instead, "We perform our ablutions before we dine," more will be left to guesswork. Again, the woman using the same verb, "I'm a rare one for swilling," slanted against elegance, but conveyed a very distinct image of a brick floor reddening under a vigorous drenching, and of the cleanly impulse which nerved her arm to do the work. No amplification or periphrasis can add strength to the original wording. The cook-maid of the future may count up the dishes she has to wash, and expatiate on the toil of her task in pedantic English; but when the charwoman of the present day says, "He fouled a matter o' six plates," there is a protest against luxury in her choice of a verb that conveys more than the simple numbers would do if twice told. The coinage from the same mint is not less expressive. "The ginger-bread is not so snappified as the last," leaves no doubt as to the kind of crispness which is relished. Greasified, woolfitted, bitterfitted, are equally expressive; we prefer to use the more grammatical forms ourselves, but these rough improvised words imply an energy and intensity of conviction in the inventor which wins our respect. We shall be sorry to see them exchanged for the style in which Epps' cocoa and Glenfield starch are recommended, or Brown and Polson's corn-flour, which so often courts our patronage as "for children's food unrivaled, invaluable for invalids, for table delicacies delicious."

It is well to know the meaning of words, but there is also a satisfaction in hearing shrewd good sense assert itself through the blunders of an excusable ignorance. "You have been on the philosophy this morning," says an exasperated mother to her truant son. "I'm sure I haven't," is the muttered denial. "Yes, you have," she sternly rejoins. "I can see it by your trousers." After all, there are infinitely more people who know the difference of sound between philosophy and velocipede than can define what philosophy really is. There is a clerical anecdote of the late Dr. Wolff, bearing on our point. He was in the habit of concluding his sermons with a text declaimed in the original Hebrew. Preaching to a village audience on one occasion, he followed his usual custom. The vicar, calling on a parishioner the following day, invited his comments on the powerful discourse. "Yes, sir," was the reply, "it was a very grand sermon, and the gentleman thought so himself, for he finished it off with Hip, hip, hurra!" Now the right view of this incident is not to laugh at the man for a blunder, but to admire his insight into the nature of the preacher. Any one who has once heard Dr. Wolff will recall the jubilant emphasis of his delivery, and the enormous self-estimate it conveyed. The letter might be Hebrew poetry, but the spirit of his wind-up was always in strict accordance with the rustic's interpretation of it.

The time is at hand, though we may not all live to see it, when this ingenious simplicity of ignorance will make way for another sort of the same commodity expressed in another dialect, and probably glozed over after the fashion which is now the especial accomplishment of the classes who characteristically delight to call themselves genteel. We are not declaring ourselves of his following, who

'Gaiest Apollo's harp decreed,
And gave it for Pan's oaten reed.

Nothing can equal the pleasure imparted by a rich, pure, correct diction; but this is a gift not to be imparted by the people's school, nor perhaps by any schools; and we cannot exchange greetings with a

poorer neighbor and listen to his talk on things about which he is at home, without a growing conviction that whatever may be the ultimate gain from universal education, the language of the people will suffer in force and vividness when we have polished every class that speaks it.—*Saturday Review.*

HOW TO SUCCEED.

BY RALPH WALDO EMERSON.

I am of the opinion that every mind that comes into the world has its own speciality—different from every other mind; that each of you brings into the world a certain bias, a disposition to attempt something of its own, something your own—an aim a little different from that of any of your companions; and that every young man and every young woman is a failure so long as each does not find what is his or her own bias; that just so long as you are influenced by those around you, so long as you are attempting to do those things which you see others do well instead of doing that thing which you can do well, you are so far wrong, so far failing of your own right mark. Everybody sees the difference in children. They very early discover their tastes. One has a taste for going abroad, another for staying at home; one for books, another for games; one wishes to hear stories, another wants to see things done; one is fond of drawing, the other cannot draw at all, but he can make a machine. This difference as you advance becomes more pronounced. You are more distinct in your conception of what you can do—more decided in avoiding things which you cannot and do not wish to do. Now I conceive that success is in finding what it is that you yourself really want, and pursuing it; freeing yourself from all importunity of your friends to do something which they like, and insisting upon that thing which you like and can do. One person persists all the time in disappointing his friends because he wishes to be a painter, and they have no desire that he should be. Another does not like that his father should insist upon sending him to college, because he really wants to be a merchant or a manufacturer, or has a whim of his own. Now that is easily mistaken by an obstinate young man who has taken a fancy and is not really pursuing that which is his proper calling. Though one may easily be mistaken for a time, yet there is in his mind this particular fitness for a calling; and some things that he can do, as in mathematics, or the right arrangement of facts; he being able to distribute the duties of the day; the distribution of facts in his mind so that he understands and can recite history better than any other; or the perception of his aim, and keeping that through all the particulars by which a logical mind acts, in various ways, as some eyes are made for color and some for form.

The multitude of professions is endless, and in a right state of society the objects and aims would be much more numerous. For instance, in the German Universities now, instead of having five or six or ten professors, they have sixty or one hundred—the division of the sciences, the division of the parts of great classes of knowledge, requiring so many instructors. Well, I think that with the progress of society the divisions of employments will not be sixty or one hundred, but thousands; and finally, if one should say it, as many as there are men, as many as there are women, that the aims will be as many as there are individual souls. Therefore, I wish that each young person should learn that secret—that he only can tell himself what it is that he is to do. It is revealed to him in the progress of his mind, always becoming revealed more distinctly, what that object is. He did not know it when he was a child; he did not know it when he was a boy; but as his mind grows, all is slowly revealed to him, revealed to him by every effort he makes in this direction or against it. For, when he is laboring against his proper calling, he finds himself met with obstacles that increase as he goes. When he is following his proper mission the leading of his inward guide, he is assisted by every step which he takes. The purpose for which he is made is always becoming more clear to him. I believe that for every active mind, in its own direction, there is a thought waking every morning—a new thought; that every day brings new instruction and facility; that even in the dreams of the night we are helped forward. There is a great difference in our activity of mind. Sometimes we have heavy periods, when we don't think for days, or weeks, or months; then periods of activity. I think these depend very much upon ourselves—upon our good behavior. If we use our opportunities, opportunities are multiplied. If we neglect them, if we give up to idle pleasures and amusements, they are withdrawn. The idle person ceases to have thoughts. The active person is always assisted. There are a great many mysterious facts in our history which the mind attentive to itself will always discover, and the admonitions that come thence. I trust that every man has his own ways, as I say; and perhaps no method or matter would become another; and always the instruction, the hint, is given to the young mind from its own desires. It is urged in a single direction, and that is the direction it is to take. It soon knows what is a wrong urgency and what is a right.

Power of thought is the only true measure of the intellect, as force of principle is the only true measure of moral greatness.

Wise and Otherwise.

The footprints of inventors are the foot-holds of progress.

All knowledge is not in books; therefore cultivate a habit of observation.

Some one "who knows how it is himself" says: Courtship is *bliss*, but matrimony is *blister*.

A German critic pronounces the opinion that Longfellow would rank above Tennyson as an English poet if he wasn't an American.

O. W. Holmes remarks, in his cynical way, that crying widows marry first. There is nothing like wet weather for transplanting.

An old lady once remarked that every calamity that happened to herself was a trial; but every one that happened to her friends was a judgment. What a difference it makes which end of an opera-glass we look through!

TO STOP THE BLEEDING FROM LEECHES.—Make a ball of cotton about the size of a pea; put this pellet of cotton or lint upon the wound; press it down firmly; keep up the pressure for a quarter of an hour. Remove the finger cautiously, taking care to let the pellet remain.

A Kansas judge was recently preuding a sentence of death with a most pathetic review of the criminal's life, which he was holding up as a warning to all evil-disposed persons, when he was astounded and silenced by the prisoner coolly interrupting: "Never mind the obituary, Judge; just give us the day for the funeral."

At the installation of President Porter, in New Haven, the students sang "Domine, saluum fac presidem nostrum," which, in a literal translation, would be, "O Lord, make safe our president." The Boston *Journal* types got it, "Domine, saluum fac presidem nostrum," "O Lord, make bald our president," a very different aspiration, and one which would lead the public to suppose that the boys were skeptical about a certain scriptural story, and wanted a chance to experiment with Dr. Porter.

NORMAL SCHOOL EXERCISES.

In the Richmond Normal School a few days ago, the lesson in elocution was upon "articulation," and various examples of difficult enunciation were cited and practiced. At the close of the exercise, the principal called for such examples to be handed in as the pupils might know or be able to find. The following are some of the results of the investigation, and furnish a very good collection for practice:

"Amidst the mists and coldest frosts,
With barest wrists and stoutest boasts,
He thrusts his fists against the posts,
And still insists he sees the ghosts."

"Up the high hill he heaves a huge round stone."

"Thou wreath'd'st and muzzl'd'st the far-fetch'd ox, and imprison'd'st him in the volcanic Mexican mountain of Pop-o-cat-a-pet-l in Co-to-pax-i."

"Thou waltz'd'st the rickety skiff over the mountain-height cliffs, and clearly saw'st the full-orb'd moon."

"When a twister twisting, would twist him a twist,
For twisting a twist, three twists he will twist.
But if one of the twists untwists the twist,
The twist untwisting, untwists the twist."

"Robert Rowley rolled a round roll round; a round roll Robert Rowley rolled round. Where rolled the round roll Robert Rowley rolled round?"

"Peter Prangle, the prickly pear picker, picked three pecks of prickly prangly pears from the prangly pear trees on the peasant prairies."

"Villey Vite and vife vent a voyage to Vest Vindoor and Vest Vickham von Viton Wednesday."

"Bandy-legged Borachio Mustachio Whisker-Muscus, the bald but brave Bombardino of Bagdad, helped Abormilique Blue Beard, Bashaw of Balemmandeb, to beat down an abominable Bumble of Bashaw."

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COLLEGE OF THE CITY OF NEW YORK.

The results of the examination were announced to the students in the chapel of the college on Thursday morning, by President Webb. He made a few remarks, in which he said that the result might astonish some, but it had been expected for a long time by the faculty. Most all the students deficient at the last examination were advanced with the deficiencies hanging over them, and it is no cause of surprise that they should fall now. We intend to have the diplomas of this college mean something more than mere impressions on parchment of what the student should have in his head, and those to whom we give them must be honestly gained. They must be of as great a value as heretofore, and maintain the high standing which the institution has obtained.

President Webb then announced the result, calling the names of the students who were not advanced, and also, those who were deficient in one or more studies, either during the term or on examination. The latter were directed to the various committees of the faculty who were appointed to revise the result of their examination. The number of students who appeared before these committees was about eighty-five.

Of the students in the Senior class all but five were advanced; in the Junior class nine were not advanced; in the Sophomore class twelve were not advanced; and in the Freshman class forty-eight were not advanced.

The fifth section of the Freshman class, as a whole, passed the best examination and showed the cleanest record for the term; there were only two students found deficient at the examination, and three during the term.

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Cash Capital.....\$200,000 00

Surplus.....\$1,240 00

Total Assets.....\$201,240 00

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FINANCIAL.

MANHATTAN SAVINGS-BANK.

Twenty-first Annual Report.

Assets January 1, 1871.....\$7,574,707 14

Increase in 1871.....1,120,412 99

Assets, January 1, 1872.....\$8,695,120 13

STATEMENT OF COST AND PRESENT VALUE OF ASSETS.

Banking House and Lot.....Cost, 101,546 00 Present Value, 300,000 00

Bonds and Mortgages, being first liens on Real Estate valued at \$2,000,000.....3,816,875 00 3,816,875 00

United States 5 per cent. Reg. Bonds, date 1874.....100,000 00 110,000 00

United States 6 per cent. Reg. Bonds, date 1881.....220,000 00 225,000 00

United States 5-20 Reg. Bonds of 1872, 1874 and 1875.....600,000 00 600,000 00

United States 10-40 Reg. Bonds of 1875.....200,000 00 200,000 00

New York State 4 per cent. Gold Bonds.....100,000 00 107,000 00

New York State Bonds 7 per cent. Reg. Bonds.....320,000 00 375,000 00

Missouri and other State Bonds.....40,000 00 42,491 00

New York County Reg. Bonds.....612,000 00 612,000 00

New York City Reg. Bonds.....594,500 00 594,500 00

Bonds of the City of Troy, Brooklyn and Yonkers.....335,000 00 335,000 00

East Chester Bonds.....50,000 00 48,000 00

Amount loaned on demand, secured by \$504,050 United States and New York State Bonds.....568,357 63 568,357 63

Interest due and earned to date.....164,318 73 164,318 73

Cash.....353,617 24 353,617 24

8,695,120 13 8,695,120 13

LIABILITIES.

Due Depositors.....\$4,182,000 00

Fourth-Second Dividend, Jan. 1.....210,067 63

United States Tax to Jan. 1.....13,103 63

Surplus at Present Value.....\$75,957 99

HORACE F. CLARK, J. M. ALYMER, JOSEPH RUDD, Committee of Examination.

R. J. BROWN, President.

EDWARD SCHMIDT, Treasurer.

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Assets.....\$2,629,243 00

Surplus.....201,823 95

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